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ABSTRACT

During the first year of operation under the Act, major problems encountered focused on: (1) defining the terms "full time equivalent" (FTE) student for purposes of per capita financial support to approved institutions; (2) the planning, conduct, and analyses of feasibility studies to better specify the constituent population and their institutional needs; and (3) the development of a formula for allocating annual grant monies to participating Tribal Colleges. Recommendations center on possible revisions or amendments to the Act, based on the experience of the Bureau of Indian Affairs and 12 colleges which enrolled 4,254 students, for an FTE student count of 1,958 persons. Five appendices complete the document. Appendix I contains various forms necessary for a feasibility study for tribally controlled community colleges. Appendix II provides pages from the November 21, 1979, "Federal Register" giving a summary on grants for tribally controlled community colleges and Navajo community colleges. Appendix III is a mission, philosophy, and goals statement demonstrating commonalities of the different tribes involved in the community college movement. Appendix IV graphically depicts organizational structure and accreditation status of tribally controlled community colleges. Appendix V is the latest training and technical assistance activity report made by the American Indian Higher Education Consortium contractors. (BRR)

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FISCAL YEAR 1980 REPORT

TO THE

CONGRESS OF THE UNITED STATES OF AMERICA

ON THE

TRIBALLY CONTROLLED COMMUNITY COLLEGE ASSISTANCE ACT

OF 1978

PUBLIC LAW 95-471

RC013907

U.S. DEPARTMENT OF EDUCATION
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U.S. DEPARTMENT OF THE INTERIOR

BUREAU OF INDIAN AFFAIRS

WASHINGTON, D.C. 20245

SEPTEMBER 1982

TABLE OF CONTENTS

	TOPIC	PAGE
	EXECUTIVE SUMMARY	
I.	INTRODUCTION	1
II.	BACKGROUND	2
III.	DISCUSSION	4
IV.	RECOMMENDATIONS	14
	APPENDIX I - V	

EXECUTIVE SUMMARY

Three Sections of P.L. 95-471, the Tribally Controlled Community College Assistance Act of 1978, mandate an annual report to the Congress by the Bureau of Indian Affairs (BIA).

During the first year of operation under the Act, major problems encountered focused on: (1) defining the term "full time equivalent" student (or, FTE) for purposes of per capita financial support to approved institutions; (2) the planning, conduct, and analyses of feasibility studies to better specify the constituent population and their institutional needs; and (3) the development of a formula for allocating annual grant monies to participating Tribal Colleges.

Recommendations are presented for possible revisions or amendments to the Act, based on the Bureau and 12 Colleges' experiences enrolling 4,254 students, or an FTE student count of 1,958 persons.

Some of this 1980 material has been provided separately to the Congress--either as requested or initiated by the Bureau--to keep the substantive and Appropriation Committees informed on BIA actions concerning implementation of P.L. 95-471.

I. INTRODUCTION

The Tribally Controlled Community College Assistance Act of 1978 (Public Law 95-471) was enacted on October 17, 1978 and mandated the use of a formula for assuring stable and equitable funding for tribally controlled community colleges.

The Act authorizes grants for operating and improving tribally controlled community colleges to ensure continued and expanded educational opportunities for Indian students. Interested tribes must request that the Bureau of Indian Affairs (BIA), Office of Indian Education Programs (OIEP) conduct a feasibility study to determine whether there is justification to encourage and maintain a Community College. Only one feasibility study can be requested per year. A positive feasibility study entitles the Community College to apply for financial assistance from the Bureau. A negative feasibility study can be appealed within 30 days of receipt of such determination.

The Act also authorizes the Secretary of the Interior to provide grants to eligible Colleges in an amount equal to $4,000 for each full-time equivalent (FTE) Indian student in attendance during the academic year. If the amount appropriated for grants is not sufficient to award $4,000 per FTE student, then the award amounts are prorated. Title II amends the Navajo Community College Act of 1971 for the purpose of providing grants to this institution for construction, operation, and maintenance.

Figure I and Table I provide information indicating the fund distribution to Tribal Colleges of $5 million appropriated to the Bureau of Indian Affairs for the implementation of Title I of the Act in FY 1980.

FIGURE 1

FUNDING DISTRIBUTION FOR P.L. 95-471
FOR FISCAL YEAR 1980

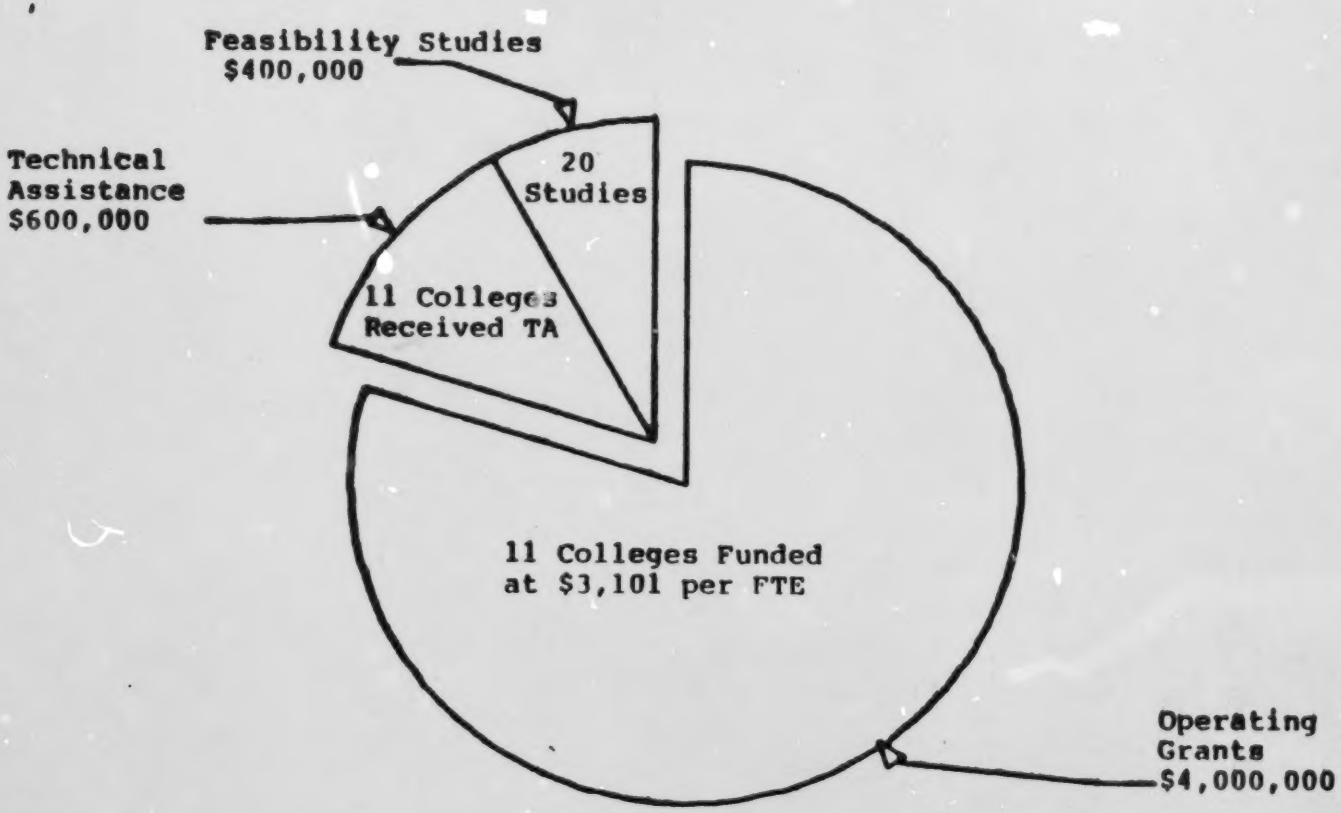


Table I
FY .0 Awards

School	FTE	Prorated Grant	Supplemental Grant	Total Oper. Grant	TA Award	Snyder Funds	Total Received	Grant Amt. at $4,000
Standing Rock	111	328,160	25,918	354,078	44,640		398,718	444,000
Blackfeet	83	245,381	19,380	264,761	33,480		298,241	332,000
Sinte Gleska	173	511,456	40,395	551,851	66,960	358,300	977,111	692,000
Turtle Mountain	107	316,334	24,984	341,318	39,060	93,700	474,078	428,000
Dull Knife	93	274,994	21,715	296,709	33,480		330,189	372,000
Oglala Sioux	282	833,703	-0-	833,703	117,180	354,600	1,305,483	1,128,000
Salish Kootenai	90	266,074	21,015	287,089	34,480		320,569	360,000
Ganado	131	156,287	-0-	156,287	50,220	506,000	712,507	524,000
Little Hoop	35	103,474	8,172	111646	11,160		122,806	140,000
Nebraska	109	322,247	7,236	329,483	44,640		374,123	436,000
DQU	76	224,685	17,746	242,431	27,900		270,331	304,000
	1,290	$3,582,795	$186,561	$3,769,356 + 231,000 $4,000,356	$502,200	$1,312,600	$5,584,156	$5,160,000

Total including $231,000 subt. from - $3,813,795 College of Ganado

*College received total of $387,287 Operating Grant
-231,000 Emergency Grant
$156,287

II. BACKGROUND

A. Problem Defining "Full-Time Equivalent" (FTE) Student.

A major problem faced by the BIA Office of Indian Education Programs (OIEP) in implementing the Act was the difficulty in obtaining accurate enrollment and FTE student data. Prior to the publication of final regulations, enrollment data was requested from the Colleges for planning purposes. It was found that the definition of FTE was interpreted in many ways; that the data submitted by the Colleges did not always indicate Indian/non-Indian students, nor when the student count was taken, nor how many credit hours the total student body generated.

With the publication of the final regulations (25 CFR 32b), these problems were minimized since the regulations clearly define the calculation of FTE for purposes of the Act, as follows: "Full-Time Equivalent" student or "FTE" means the number of Indian students enrolled full-time for an entire academic term at a Community College, calculated on the basis of registrations in effect at the conclusion of the sixth week of an academic term; who are registered for 12 or more credits; and, the full-time equivalent of the number of other Indian students who are enrolled as part-time student and who are registered for less than 12-credit hours during such academic term. These hours are totaled and divided by 12.

Collectively, the 11 Tribal Colleges funded in FY 1980 enrolled 4,254 students. However, the FTE reported by the 11 colleges was 1,290. Data

in Figure 2 show that the majority of the Indian students enrolled at Tribal Colleges are part-time students enrolled for less than 12 units.

The FTE formula specified by the Act reflects neither a total enrollment served by a college (Figure II), nor does it indicate total hours generated by Indian students.

The Office of Indian Education Programs conducted FTE verification visits at all Colleges that were funded in FY 1980. Data in Figure III obtained from the Colleges shows a difference of 96 FTE between what the Colleges submitted and for which they were funded, and the student counts actually verified by the Bureau teams. This difference resulted in approximately $283,776 being subtracted from the six Colleges and redistributed. Because of these discrepancies, it is important that any discussions of student population, per pupil costs, and FTE student count be clearly defined. Much confusion has resulted between comparison of data submitted by various sources without clearly defining how such data were calculated.

FIGURE II

FULL-TIME AND PART-TIME INDIAN STUDENT ENROLLMENT

FALL TERM 1979

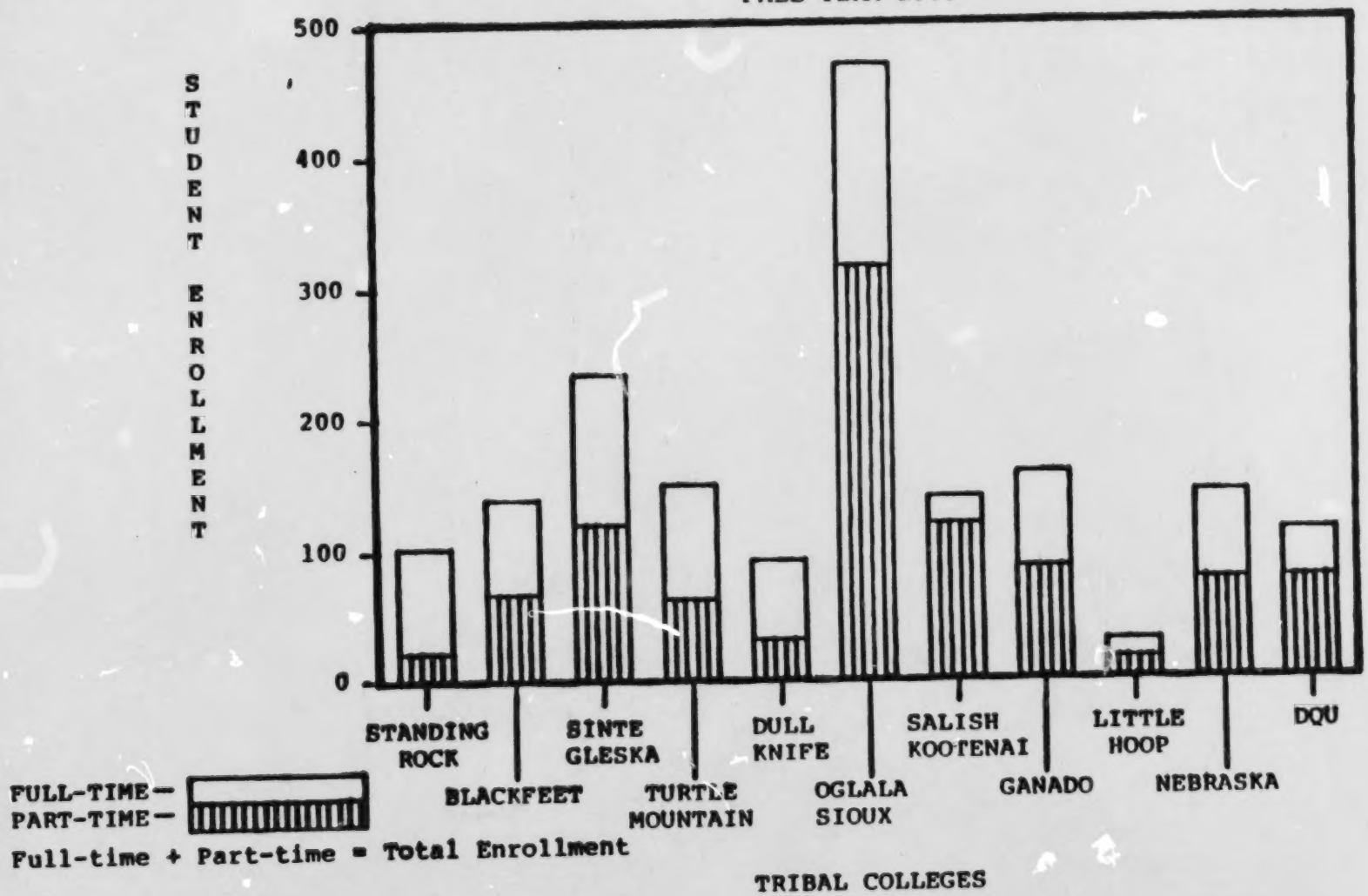
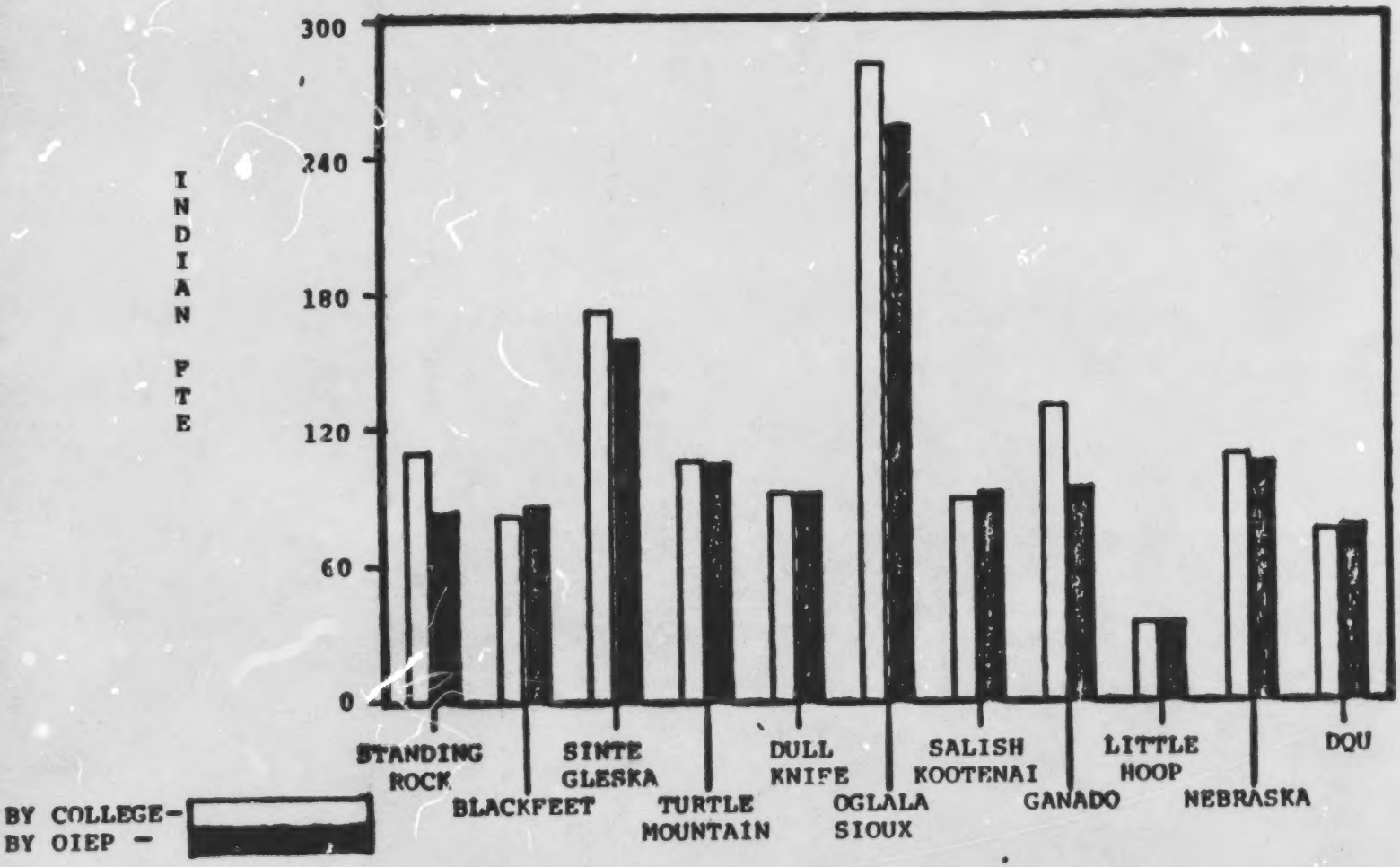


FIGURE III

COMPARISON OF FTE'S SUBMITTED BY COLLEGES AND FTE'S SUBMITTED BY OIEP VERIFICATION REPORTS



III. DISCUSSION

A. Feasibility Studies.

The BIA Office of Indian Education Programs identified several factors to be considered as part of a feasibility study. With help from the U.S. Department of Education, the Tribal College presidents, and several Indian organizations, guidelines were developed (Appendix I) which were later expanded to include the instrument to be used in the conduct of the studies (Appendix II).

The BIA Office of Indian Education Programs requested the names of qualified people from various sources to conduct the feasibility studies. The names submitted included Tribal and non-tribal College presidents, Tribal representatives, OIEP staff, consultants from State colleges and universities, and staff from organizations servicing post-secondary institutions (such as the American Association of Community and Junior Colleges). From this extensive resource list, it was decided to follow the procedures used by College Accreditation Associations and develop teams with varied expertise and peer group experience. Teams of three people for each Tribal College were assigned by OIEP to conduct the studies.

A contract was awarded to the American Indian Higher Education Consortium (AIHEC) to provide logistical support for conducting the feasibility studies. This support included processing travel arrangements and consultant fees, and providing a summary report for each study. The OIEP

staff provided training for the consultants prior to the studies, and was responsible for the final recommendations made to the Director, Office of Indian Education Programs, concerning funding for the Tribal Colleges.

Initially, the feasibility studies were conducted in three phases: (1) eleven studies were completed during the first phase; (2) six studies during the second phase; and (3) three during the third phase. Of these 20 Colleges, 12 received positive determinations and were recommended to the Director, Office of Indian Education Programs for funding. However, Inupiat University of the Arctic withdrew its request for 1980 funding. Thus, 11 Colleges received Bureau funding in FY 1980. Of the 8 Colleges which received negative determinations, four requested followup studies during FY 1980 in an attempt to become eligible for funding in FY 1981.

B. Problems Encountered During Feasibility Studies.

The BIA Office of Indian Education Programs faced two major problems during the implementation of the feasibility studies: (1) the time constraints imposed by the late beginning of the implementation process resulted in a great deal of pressure for the consultants, AIHEC, and the Bureau staff; and (2) the instrument developed by the Bureau required that each study team provide their recommendations as to whether or not a College met the criteria to receive a positive determination under each of the nine sections of the feasibility study. It was assumed that such recommendations would be based on the data collected. In some instances, the data indicated that a College did not meet the requirement/s of a particular section; however, each study team's recommendation was that the College should receive a positive determination and, therefore, would become eligible for funding. In these cases, the OIEP staff provided negative determination recommendations to the Director even though these recommendations differed from those of the study team members. Decisions on feasibility determinations were made in all cases and technical assistance was offered to overcome deficiencies for future consideration for funding.

The second problem was addressed by removing the recommendation pages from the study instrument, thereby forcing the study teams to present only the data collected on-site. These data were reviewed by the Office of Indian Education Programs staff and a recommendation was made to the Director, Office of Indian Education Programs.

C. Results of Feasibility Studies.

Of the 20 Tribal Colleges studied under Title I of P.L. 95-471, it was found that most of the Tribal Colleges had developed from small adult education programs and gradually expanded their curricula through Tribal support and various funding sources. Most of the Colleges did not own their facilities, but were forced to make do with a variety of abandoned Tribal buildings and/or temporary facilities.

The age range of students attending Tribal Colleges was between 17 and 93 years, with the average age of 30.4 years. The majority of students were part-time students and a large percentage attended general education development (GED) courses at the Colleges. At the time the feasibility studies were conducted, many of the Colleges did not fully understand the FTE student formula defined in the regulations governing the Act. Therefore, it was difficult to obtain accurate data concerning current and projected FTE students.

All Tribal Colleges had a written statement of goals, philosophy, and a plan of operation sufficient to demonstrate that their education programs were designed to meet the needs of Indians (Appendix III).

All 20 Colleges were chartered or sanctioned by a Federally recognized Tribe and were governed by a Board, a majority of whom were Indian (Appendix IV). Two Colleges were fully accredited and 7 were candidates for accreditation (Appendix IV). One college (Inupiat University of

the Arctic) was declared feasible, however, this institution decided to withdraw their funding request under P.L. 95-471. Of the remaining 10 Colleges, two received three letters from accredited institutions stating they would accept students on the same basis as if the Tribal Colleges were accredited.

Most of the Tribal Colleges were located in isolated areas on or near a reservation, and offered courses that were applicable toward a post-secondary degree. Ten Colleges offered courses that were applicable toward a certificate of completion.

Of the eight Tribal Colleges that did not receive positive determinations for funding under the Act, several weaknesses were noted which include the following:

(1) An institution did not meet the definition of an institution under the Act;

(2) There were no means of identifying Indian students;

(3) Colleges were extensions of another institution and, as such, were not tribally controlled; and,

(4) Official transcripts and records were located at a different institution other than the Tribal College.

D. Formula for Prorated Grant.

A total of 11 Tribal Colleges were determined eligible to receive Bureau operating grants in FY 1980 under the Act. An additional 136 FTE students

($177,692) were held in reserve for Colleges that might appeal a negative feasibility determination and subsequently be found eligible. Therefore, the total FTE student count used to calculate the prorated grants was 1,353 and included the 136 FTE student count contingency figure.

The total FTE student count multiplied by the $4,000 for each student in the Act came to $5,412,000. Since the amount appropriated for operating grants was $4,000,000, the Office of Indian Education Programs ratably reduced the grant awards in accordance with section 110 (a) of the Act and the formula for the prorated factor was calculated, as follows:

$$\frac{\$4,000,000}{\$5,412,000} = .739098 \text{ (Prorata Factor)}$$

$5,412,000 = $2956 per FTE - Approximate

Grants were calculated as follows for FY 1980:

(1) FTE student count x $4000 = Amount Eligible to Receive.

(2) Amount Eligible to Receive x .739098 = Prorated Amount of Grant.

E. Formula for Supplemental Grant .

A sum of $177,692 for 136 FTE student count was held in reserve, pending the result of hearings for Colleges that received a negative determination. When none of these Colleges sustained their appeal, the BIA Office of Indian Education Programs redistributed the $177,692 in addition to $8,869 that was held when one College submitted a lower certified FTE student count than had been originally given at the time the operational grant amounts were calculated. Therefore, a total of $186,561 was now available for distribution to the Colleges in the form of a Supplemental Grant. The money was distributed to the Colleges on the basis of the FTE student count of each College.

F. Technical Assistance to Tribal Colleges.

Due to the time constraints of implementing the Act, the BIA Office of Indian Education Programs awarded a contract to the American Indian Higher Education Consortium (AIHEC) to provide technical assistance (TA) to eligible Tribal Colleges. As in the feasibility study contract, the major responsibility of AIHEC was to provide logistical support to the Colleges. Each College submitted a written request for TA, the services requested, the preferred contractor, and the estimated amount of the service. If the request was within the approved areas of assistance provided by the BIA Office of the Indian Education Programs, AIHEC then provided a contract agreement to the College and the contractor, or provided money directly to the Colleges to contract for the services.

Since Congress provided a total of $600,000 for technical assistance to the Colleges in FY 1980, the Office of Indian Education Programs developed a formula to equitably distribute these funds among eligible Colleges. The formula is, as follows:

(1) Each prorated grant award was divided by the total amount available for operating grants for FY 1980. This figure provided the percent of total available monies that each school received.

(2) The percentage figure was then multiplied by the total amount of TA monies available to eligible Colleges to determine the amount of TA money available to each institution.

(3) Example:

Operating grant received by Colleges / Total available for operating grants	$\frac{\$328,160}{\$4,000,000} = .082\%$
Total available to schools for TA	$558,000
Percent received of total operating grants	x.082
Available to school for TA	$45,756

Figure IV indicates the TA awards given to individual Colleges.

FIGURE IV

TRAINING AND TECHNICAL ASSISTANCE CONTRACTED BY THE BUREAU WITH THE AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

PARTICIPATING INSTITUTIONS	BUDGETED	MONTHLY EXPENSES	CUMULATIVE EXPENSES	BALANCE
Blackfeet Com. College	36,937.00	1,071.50	12,412.50	24,524.50
College of Ganado	55,327.00	-0-	15,840.00	39,487.00
Dull Knife Mem. College	36,937.00	10,700.00	10,700.00	26,237.00
Hehaka Sapa College	30,807.00	4,500.00	4,500.00	26,307.00
Little Hoop Com. College	12,417.00	2,760.00	2,760.00	9,657.00
Nebraska Indian Com. Col.	49,197.00	11,875.00	11,875.00	37,322.00
Oglala Sioux Com. College	128,889.00	20,000.00	20,000.00	108,889.00
Salish Kootenai Com. Col.	36,937.00	19,818.93	36,568.93	368.07
Sinte Gleska College	73,717.00	28,513.55	28,513.55	45,203.45
Standing Rock Com. Col.	49,197.00	16,400.00	26,292.54	22,904.46
Turtle Mountain Com. Col.	43,067.00	28,841.23	28,841.23	14,225.77
SUBTOTAL	$553,429.00	$144,480.21	$198,303.75	$355,125.25
Administration (AHIEC)	$46,571.00	$7,894.74	$24,263.86	$22,307.14
TOTAL	$600,000.00	$152,374.95	$222,567.61	$377,432.39

It became clear that current severe cash flow limitations imposed serious constraints upon the American Indian Higher Education Consortium and its staff in accomplishing all that was desired by this contract. AIHEC requested and received from the Bureau's Contracting and Grants Administration Staff an extension of 90 days to complete their contract.

G. Annual Report by Tribal Colleges.

The regulations (25 CFR 32b.9) governing the Act require an Annual Report from each of the Colleges to the Director, Office of Indian Education Programs. The data from these Reports provided the following information.

Eleven of the Colleges offered academic courses that were applicable to a post-secondary degree. Ten offered courses applicable towards a certificate of completion. Students numbering 116 have graduated with an associate of arts (AA) degree; 100 of these were Indian students (Table V). The Colleges awarded a total of 273 certificates of completion; 15 of these were awarded to non-Indian students, and 258 were awarded to Indian students. The age range for students attending the Colleges was 17 to 93 years, with an average of 30 years.

Tribal Colleges enrolled and instructed 4,254 students. The number of students having received high school diplomas before entering College was 1,800. Tribal Colleges allowed 363 students to enter Colleges who were beyond compulsory school attendance ages and who had the ability to

benefit from College's training. Students numbering 931 (who were allowed to attend these Colleges) received their GED's. Students numbering 416 were enrolled as non-regular students in courses such as workshops and seminars. This accounted for 3,510 students. Of this total, 1,830 were full-time equivalent Indian students (Bureau audits showed only 1,213); 428 were non-Indian students and 216 Indian students did not complete the student year.

Needless to say, the Director, Office of Indian Education Programs does not account for non-eligible Indian or non-Indian students. Therefore, the Bureau cannot endorse the total enrollment figure of 4,254 students claimed by the Colleges.

Seven Tribal Colleges reported that the existing facilities were capable of handling the present student population in a cost-effective manner in the next school term. Four Colleges indicated they were not. The cost per student (total enrollment) of operating and maintaining the existing facilities ranged from $2,230 to $10,972.

The total expenditures made by the Colleges in the major academic categories were as follows:

(1)	Instruction	$1,062,446.82
(2)	Research	18,294.51
(3)	Public Service	136,752.29
(4)	Academic Support	351,058.23
(5)	Student Services	330,453.17
(6)	Institutional Administration	878,072.05

(7)	Physical Plant Operation	750,030.36
(8)	Student Financial Support	71,265.60
(9)	Independent Operations	33,813.00
	Total	$3,632,186.03

Actual expenditures for each College can be found in Table II.

The total cost of educational programs (major areas) for all Tribal Colleges are as follows:

(1)	Business/Secretarial Sciences	$404,378.12
(2)	Human Services Technology	148,346.16
(3)	Adult Education	441,799.52
(4)	General Studies	1,238,693.15
(5)	Native American Studies	248,022.67
(6)	Vocational Training	1,009,644.22
(7)	Community Services	169,856.57
(8)	Other	334,337.75
		$3,995,078.10

Actual expenditures for each College in major areas can be found in Table III.

Of the 11 Colleges funded in FY 1980 by the Bureau under the Act, the average percentage of Act funds compared with all other revenue sources was 40%. The composite total of all other revenue sources was $8,781,509. Table IV indicates all other revenue sources for each Tribal College.

IV. RECOMMENDATIONS

It is recommended that appropriate funding be continued to support Tribally Controlled Community College establishment and development. The Colleges provide post-secondary education opportunities to Indian people close to their homes, foster community cohesiveness, and contribute to economic growth. The current Congressional action to reauthorize Public Law 95-471 continues to reinforce Federal self-determination policies in support of Indian Tribes.

Office of Indian Education Programs technical assistance to and monitoring of Tribal Colleges indicates the need for a long-term commitment to enhancing their significant contributions to Tribal governance and ultimately a quality of life for Indian people. Tribal Colleges play a major role as important resource pools in the ever-expanding need for continuing education. The strong support of the Congress, Department of the Interior, and Tribal governments will return valuable benefits in the years ahead to the First Americans.

TABLE II
Expenditures in FY 79/80 Using P.L. 95-471

	Instr.	Research	Public Svcs.	Academic Support	Student Svcs.	Inst. Admin.	Phys. Plant Op's	Stu. Fin Sup.	Inde. Op's.	
Oglo Sioux	$351,084.00	-0-	$70,217.00	$42,449.00	$50,003.00	$199,950.00	$120,000.00	-0-	-0-	$833,703.00
Rob. Ind.	70,766.40	-0-	200.00	75,970.70	9,036.44	102,590.46	66,918.84	-0-	-0-	329,483.00
Turtle Mountain	125,607.47	6,200.51	-0-	8,[illegible]59.77	10,852.71	54,183.55	125,140.39	10,585.60	-0-	340,618.00
Bull Knife	50,098.00	-0-	6,476.00	10,934.00	63,547.00	115,624.00	49,989.00	-0-	-0-	296,699.00
Black-feet	46,000.00	-0-	1,700.00	48,000.00	29,600.00	36,000.00	102,461.00	-0-	-0-	264,761.00
DQU	11,193.00	7,206.00	1,500.00	3,101.00	68,517.00	110,188.00	31,546.00	-0-	7,500.00	242,431.00
Sinte Gleska	110,329.13	-0-	48,699.29	65,044.86	18,767.25	143,322.03	59,209.13	-0-	-0-	425,331.69
Cavalo	66,000.00	-0-	-0-	61,125.00	13,000.00	2,350.00	27,925.00	59,000.00	-0-	231,000.00
Salish Kootenai	153,090.00	-0-	15,000.00	80,000.00	49,000.00	38,000.00	12,000.00	-0-	-0-	387,090.00
Little Hoop	4,063.74	-0-	-0-	19,673.82	247.77	21,624.01	8,032.00	-0-	-0-	53,641.34
Standing Rock	61,624.00	4,000.00	-0-	16,600.00	17,002.00	54,240.00	146,909.00	-0-	26,313.00	327,468.00
TOTAL	$1,062,446.82	$18,294.51	$136,752.29	$551,050.23	$330,453.17	$878,072.05	$750,030.36	$71,265.60	$33,813.00	$3,632,186.03

TABLE III
Cost of Major Educational Programs
FY 1980

	Business Secretarial Sciences	Human Services Technology	Adult Education	General Studies	American Studies	Vocational Training	Community Services	Others	TOTAL
Oglala Sioux	$47,335.00	$26,768.00	$235,957.00	$167,727.00	$56,295.00	$180,900.00	$101,751.00	$282,087.00	$1,098,820.00
Nebraska Indian	35,754.91	15,023.83	-0-	86,512.46	20,304.92	32,904.36	-0-	-0-	190,500.48
Turtle Mountain	26,730.94	-0-	17,992.00	181,483.97	14,928.78	53,812.86	-0-	-0-	294,948.55
Dull Knife	148,182.00	80,000.00	50,000.00	100,000.00	33,656.00	486,400.00	6,476.00	-0-	844,714.00
Blackfeet	40,000.00	80,000.00	41,400.00	80,000.00	16,000.00	-0-	45,000.00	38,000.00	280,400.00
DQU	-0-	6,000.00	-0-	24,000.00	14,511.00	-0-	10,500.00	6,000.00	61,011.11
Sinte Gliska	12,121.27	25,554.33	145.52	53,850.72	18,276.97	-0-	129.57	8,250.75	118,329.13
Ganado	20,154.00	NA	3,000.00	327,019.00	NA	NA	NA	-0-	350,173.00
Salish Kootenai	30,100.00	35,000.00	78,905.00	30,100.00	52,550.00	35,000.00	6,000.00	-0-	267,655.00
Little Hoop	-0-	-0-	-0-	120,000.00	-0-	132,627.00	-0-	-0-	252,627.00
Standing Rock	44,000.00	-0-	14,400.00	68,000.00	21,500.00	88,000.00	-0-	-0-	235,900.00
TOTAL	$404,378.12	$188,346.16	$441,799.52	$1,238,693.15	$248,022.67	$1,009,644.22	$169,856.57	$334,337.75	$3,995,078.10

TABLE IV
Other Sources of Revenue

	Title III Higher Ed. Act 1965	Indian Manpower Labor P.L.95-638	Tribal Grants	P.L.-95-638 Via Tribes	Voc. 1% Set Aside	Student Tuition	CETA Sponsored Positions	Dev Inst.	Other	Total Liabilities	Expenditures
Oglala Sioux	$216,000.	-0-	-0-	999,999.	190,000.	30,000.00	-0-	-0-	333,316.00	-0-	$2,199,012.00
Nebraska Indian	-0-	-0-	-0-	-0-	-0-	44,100.30	8,034.00	-0-	198,227.43	250,361.73	250,361.73
Turtle Mountain	$200,000.	-0-	$,000.	113,547.	159,590.	68,123.00	32,760.00	-0-	69,039.00	616,019.00	616,019.00
Bull Knife	$133,636.	-0-	-0-	50,000.	140,182.	19,200.00	119,451.00	-0-	486,400.00	-0-	956,869.00
Black-feet	$145,815.	11,000.	60,000.	41,400.	50,399.	13,255.63	15,276.00	-0-	5,000.00	310,146.43	310,146.43
BHE	$ 5,000.	-0-	5,985.	-0-	-0-	100,587.00	26,000.00	-0-	266,428.00	32,833.00	469,024.00
Sinte Gleska	$209,000.	598,550.	-0-	-0-	-0-	76,010.00	-0-	-0-	640,348.00	72,916.00	1,424,933.00
Cinada	$211,500.	-0-	-0-	-0-	-0-	164,752.00	-0-	69,932.	612,860.00	347,595.00	1,425,009.00
Salish Kootenai	$110,000.	-0-	34,326.	116,795.	-0-	26,694.00	-0-	-0-	336,141.00	625,952.00	990,449.00
Little Hoop	$120,000.	-0-	-0-	5,700.	132,827.	-0-	-0-	-0-	-0-	378,467.00	632,100.54
Standing Rock	$262,000.	-0-	-0-	52,000.	84,000.	47,700.00	33,468.00	-0-	1,099,641.00	11,040.00	1,279,541.00
TOTAL	$1,615,775.	$561,550.	$89,309.	$975,433.	$668,758.	$592,421.93	$234,941.00	$69,932.	$3,987,410.43	($2,643,950.16)	$10,701,509.00	$10,191,506.50

BEST COPY AVAILABLE

TABLE V

Community College	AA Degrees Awarded Indians	AA Degrees Awarded Non-Indians	Certificate of Completion Awarded Indians	Certificate of Completion Awarded Non-Indians	AA Degrees Total	Certificate of Completion
Oglala Sioux	15	2	123	9	17	132
Nebraska Indian	16	3	7	0	19	7
Turtle Mountain	8	2	41	4	10	4
Dull Knife	2	0	1	0	2	1
Blackfeet	3	2	73	0	5	0
DQU	4	0	0	0	4	0
Sinte Gleska	8	1	1	0	9	0
Canado	17	4	3	1	21	4
Salish Kootenai	7	0	1	1	2	2
Little Hoop	2	0	1	1	2	2
Standing Rock	18	2	4	0	20	4
TOTAL	100	16	258	15	116	273

APPENDIX I

APPENDIX I

Form V

FEASIBILITY STUDY FOR TRIBALLY CONTROLLED COMMUNITY COLLEGES

Date completed: _____

Completed by: _____

Name and Address of Institution:

_____

_____

_____

Evaluators:

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RELATIVE ISOLATION

Purpose:

This section analyzes the relationship of the community college to the community served and alternative competing institutions taking into consideration "...such factors as tribal and cultural differences, the presence of alternative education sources, and proposed curriculum." (P.L. 95-471, Sec. 106 (b).)

Documents to be examined:

A portion of a state highway map or other document which shows the distance to the nearest alternative colleges for the students in the service area of the tribal college. Documents describing conditions of climate, topography, road maintenance, or other factors that impact upon the accessibility of the alternative colleges to the students in the college's service area. An official list of the total number of students enrolled in the alternative colleges including the total nurber of Indian students.

Determination:

A positive determination will be assessed if any of the following exist:

A. Reasonable access to alternative institutions is not assured.

B. Alternative institutions do not provide a curriculum or culturally oriented program or student services that are available at the tribally controlled college

C. Have demonstrated ability to attract a higher percentage of Indian students than the nearest college(s).

Considerations:

I. What are the distances to the nearest two alternative colleges?

_____

_____

II. What is the condition of the roads between the nearest two alternative colleges and the majority of the student homes?

_____

_____

_____

III. Are there any common conditions of climate that may affect commuting between the student homes and the alternative colleges?

_____

_____

_____

_____

_____

IV. Do students have access to transportation to alternative colleges? If so, of what nature?

_____

_____

PLEASE CONTINUE ON NEXT PAGE

Form I

FEASIBILITY STUDY FOR TRIBALLY CONTROLLED COMMUNITY COLLEGES

Date completed: _____

Completed by: _____

Name and Address of Institution:

_____

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Evaluators:

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ORGANIC DOCUMENTS AND LEGAL REQUIREMENTS OUTLINED IN THE LAW

Purpose: This section determines whether or not the college meets the requirements outlined under definition (4) "tribally controlled community college," and Section 103 (Eligible Grant Recipients).

Documents to be examined:

Official Notice(s) of Eligibility for programs funded under the Higher Education Act of 1965; a college catalogue or other official communication of the college which sets forth that the college limits admission in its regular program(s) to high school graduates or individuals holding recognized equivalents thereof; a college catalogue or other official publication of the college which lists courses and degrees offered; a copy of IRS determination of non-profit status of the college; an official letter from a recognized accrediting association conferring formal status for accreditation upon the tribal college or letters from three accredited institutions indicating their acceptance of the credits issued under the college's name; a copy of the tribal charter; a copy of the tribal resolution authorizing the granting of a charter or otherwise sanctioning the college; official enrollment certifications or other documents which verify that the board members and students claimed as "Indian" are eligible for services from the Bureau of Indian Affairs.

Determination:
A positive determination will be assessed if all of the following considerations are met:

Considerations:

I. Is the college an "institution of higher education as defined by Section 1201 of the Higher Education Act of 1965?

Yes	No	
		A. Does the institution admit as regular students ONLY persons having a certificate of graduation from a school providing post-secondary education or students holding the recognized equivalent of a high school diploma, or admits as regular students persons who are beyond the compulsory school attendance age for the State in which the institution is located and who have the ability to benefit from the training offered by the institution?
		B. Does the institution provide not less than a two year program which is acceptable toward a Bachelor's degree?
		C. Is the college a non-profit or a public institution?
		D. Is the college accredited by a recognized national accrediting agency? (If Yes, please submit as Attachment A copies of official documents attesting to the receipt of such status)

OR

If not accredited, has the Commissioner, U.S. Office of Education determined that there is satisfactory assurance that the institution will meet the accreditation standards of such agency or association? (If Yes, please submit as Attachment B official notification from the Commissioner and other documents which specify the institution's status in the accreditation process)

OR

If not accredited, has the institution entered into an arrangement whereby its credits are accepted, on transfer, by not less than three(3) institutions which are so accredited on the same basis as if transferred from an institution so accredited? (If Yes, please submit as Attachment C copies of letters authorizing such an arrangement for transfer of credits)

Yes	No	
		E. Does the institution provide not less than a one-year program of training to prepare students for gainful employment in a recognized occupation but meet A, C and D above?

II. Does the college possess a charter or other form of sanction from the tribe or tribes to whom it offers services?

Yes	No	
		If Yes please identify the tribe or tribes:_____

_____

_____

_____

(Please submit as Attachment E official documents showing the college to be controlled, sanctioned or chartered by the governing body of the tribe(s) identified above)

III. Is the college being studied the only college so sanctioned by the tribe served?

Yes	No	
		If No please identify the other college(s) chartered by the tribe(s) served:

_____

_____

_____

IV. Is the college governed by a governing board, a majority of which are Indian?

Yes	No	
		A. Are the majority of the members of the governing board Indian? If Yes, please list the documents used to verify the eligibility of such members for services from the Bureau of Indian Affairs by such members who are cited as Indian?

_____

_____

_____

Yes	No	
		B. Is the college free from such affiliations with non-tribal parent institutions that may limit the powers of the board to exercise full control?

V. Are the majority of students attending the tribally controlled community college individuals who meet the definition of Indian ("Indian" being defined as "a person who is a member of an Indian tribe and is eligible to receive services from the Secretary of the Interior)?

Yes	No	
		A. Is there a means in the college enrollment to identify which students are "Indian"?

Yes	No	
		B. Does a spot check of the files of those identified as "Indian" support the claim that they are "Indian" by means of official documents such as enrollment certifications?

SUMMARY OF FINDINGS

Summarize the information you have obtained in this section. Recommendation as to whether the institution will receive a positive or negative determination for this section will be based on the information you provide in this summary. Therefore, it is important that you document your statements and that you do not make judgement statements.

PLEASE CONTINUE ON FOLLOWING PAGE

Form II

FEASIBILITY STUDY FOR TRIBALLY CONTROLLED COMMUNITY COLLEGES

Date completed:_____

Completed by:_____

Name and Address of Institution:

_____

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Evaluators:

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COMMUNITY COLLEGE GOALS AND OBJECTIVES

Purpose: This section determines whether or not the community college meets the requirements as stated in Section 103 of P.L. 95-471, "...demonstrates adherence to stated goals, a philosphy, or a plan of operation which is directed to meet the needs of Indians"

Documents to be examined:

A copy of the college's approved Accreditation Status Study or Master Plan or equivalent document

Determination:

A positive determination will be assessed if the goals or philosophy of the tribe are being met or there is a plan of operation of the college directed toward meeting the needs of Indian people. The determination will be based on a comparison between the needs outlined by the tribe, and the goal, philosophy and plan of operation presented by the college as determined by the following considerations:

Considerations:

I. What is the goal, philosophy or plan of operation of the community college designed to meet the needs of Indians? If available in printed form, submit as an Attachment. If not, explain:

II. What provision is contained in the goal, philosophy or plan of operation to address the needs of the tribe or tribes which have chartered or otherwise formally sanctioned the college?

III. Does the history of the college, curriculum, instructional method, institutional design, etc. demonstrate adherence to the stated goal, philosophy or plan of operation?

Yes No

A. History of college; Explain:

Yes No

B. Curriculum; Explain:

Yes No

C. Instructional Method; Explain

Yes	No	
		D. Institutional Design; Explain

Yes	No	
		E. Other aspects which demonstrate such adherence; Explain:

SUMMARY OF FINDINGS

Summarize the information you have obtained in this section. Recommendation as to whether the institution will receive a positive or negative determination for this section will be based on the information you provide in this summary. Therefore, it is important that you document your statements and that you do not make judgement statements.

Form III

FEASIBILITY STUDY FOR TRIBALLY CONTROLLED COMMUNITY COLLEGES

Date completed: _____

Completed by: _____

Name and Address of Institution:

_____

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Evaluators:

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CURRICULUM

Purpose:

This section determines whether or not the curriculum is in harmony with the goals and objectives determined by the tribe

Documents to be examined:

A copy of the college catalogue; course schedules; proposals listing curricular offerings; course outlines/syllabi;similar documents from potentially alternative institutions; and any program evaluations which describe the uniqueness of the curriculum offered

Determination:

A positive determination will be assessed if the college meets <u>any one</u> of the following requirements:

A. Currently offers a program that is responsive to the uniqueness of the tribe served.

B. Currently offers a specialized curriculum and/or instructional approach that addresses the needs of the Indian community served and that such curriculum is not accessible at the nearest alternative institution(s) of higher education.

C. Is actively engaged in initiating a program or curriculum as outlined in "A" or "B" above, and has submitted a detailed proposal for the implementation or this program or curriculum.

Considerations:

I. What kinds of courses are being offered?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

	Yes	No	
II.			Are the above courses applicable toward a post-secondary degree or certificate?

III. What degree programs are offered?

A. What types of degrees are granted by the college?

_____

_____

_____

_____

_____

_____

B. What types of certificates are offered by the college?

_____

_____

_____

_____

IV. What is the process by which courses are approved for offering by the college?

V. Please explain how the curriculum program differs from that offered at the nearest two post-secondary institutions

VI. Is the instructional approach and/or curriculum at the tribal institution in keeping with the goals and objectives stated in Section II (Form II--the adherence to college-stated goals, philosophy and plan of operation directed toward meeting the needs of Indians)

V. What detailed proposals for future implementation of curricula currently not being offered at the college are available? Please describe:

SUMMARY OF FINDINGS

Summarize the information you have obtained in this section. Recommendation as to whether the institution will receive a positive or negative determination for this section will be based on the information you provide in this summary. Therefore, it is important that you document your statements and that you do not make judgement statements.

FEASIBILITY STUDY FOR TRIBALLY CONTROLLED COMMUNITY COLLEGES

Date completed: _____

Completed by: _____

Name and Address of Institution:

_____

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Evaluators:

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STUDENT RECORDS

Purpose:

This section determines whether the institution has a systematic means of identifying full-time and part-time students in attendance

Documents to be examined:

A copy of the student transcript forms and a representative sample of actual transcripts (names blotted out to insure adherence to the Privacy Act)

Determination:

A positive determination will be assessed if there exists the capability of providing a transcript of credits for every Indian student enrolled.

(SUGGESTION: THE COLLEGE'S STUDENT RECORDS CLERK SHOULD ACCOMPANY THE EVALUATOR TO THE STUDENT FILES. THE EVALUATOR SELECTS A RANDOM SAMPLE OF THE RECORDS, FOR REMOVAL AND PREPARATION BY THE RECORDS CLERK FOR REVIEW BY THE EVALUATOR. THE SIZE OF THE SAMPLE SELECTED WILL OF COURSE DEPEND UPON THE ENROLLMENT, BUT IN NO CASE SHOULD BE LESS THAN 10%. IN CASES WHERE THE FILES FOR G.E.D. STUDENTS AND OTHER NON-REGULAR STUDENTS ARE KEPT IN THE SAME FILE AREA PLEASE INCREASE THE SIZE OF YOUR SAMPLE TO ALLOW FOR REVIEW OF AN ADEQUATE # OF REGULAR STUDENTS.)

Considerations:

I. What is the student record system? Please describe.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

II. Does the student record system identify the students and course work undertaken and course work completed by term?

A. Yes No
| | | Do the individual files contain lists of courses
|__|__| attempted by the student?

B. Yes No
| | | Do the individual files indicate for the courses listed
|__|__| the year and term the course was attempted?

C. Yes No
| | | Do the individual files contain an indication of whether
|__|__| the courses attempted were completed?

D. Yes No
| | | Do the individual files contain lists of courses com-
|__|__| pleted and accepted on transfer from other institutions
of higher education?

III. Does the student record system have the capacity to identify which students are Indian (as defined under the Act)?
NOTE: "Indian" means " a person who is a member of an Indian tribe and is eligible to receive services from the Secretary of the Interior"

Please Explain:

SUMMARY OF FINDINGS

Summarize the information you have obtained in this section. Recommendation as to whether the institution will receive a positive or negative determination for this section will be based on the information you provide in this summary. Therefore, it is important that you document your statments and that you do not make judgement statements.

V. Are there any major differences in curriculum and/or instructional approaches at the nearest two alternative colleges that may inhibit attendance by Indian students?

VI. Are student services available at the alternative colleges that would encourage Indian students to attend?

Yes	No	
		Explain:

VII. What are the relative costs of each school as compared to the tribal college, in terms of tuition, boarding, transportation etc. (Suggest a side by side comparison of the estimated individual student budgets from each school)

VII. What is the comparative number and percentage of Indian students served by the tribal college and the nearest alternative colleges? (SUGGEST COMPARISON OF THE PERCENTAGE OF INDIAN STUDENTS AT THE TRIBAL COLLEGE WITH THE PERCENTAGE OF INDIAN STUDENTS AT THE ALTERNATIVE COLLEGES)

_____	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____

SUMMARY OF FINDINGS

Summarize the information you have obtained in this section. Recommendation as to whether the institution will receive a positive or negative determination for this section will be based on the information you provide in this summary. Therefore, it is important that you document your statements and that you do not make judgement statements.

_____

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(SUMMARY OF FINDINGS CONTINUED)

EXPLAIN:

Form VI

FEASIBILITY STUDY FOR TRIBALLY CONTROLLED COMMUNITY COLLEGES

Date completed: _____

Completed by: _____

Name and Address of Institution:

_____

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Evaluators:

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SIZE AND PROFILE OF ENROLLMENT

Purpose:

This section determines whether or not there exists "...a reasonable number of students required to support a tribally controlled community college." (Section 106 (b), P.L. 95-471.) A "reasonable number" is a relative concept, and it is expected that it will be dependent on the needs and goals of the tribal community served and the financial feasibility of the institution.

Documents to be examined:

Official student rosters of the current year and the previous three years (if they exist); projected student rosters of the next three years in the future; Official demographic reports of the BIA; the state wherein the college is located: and/or of the U.S. Census Bureau or other sources which describe the tribal college's service area by age, sex, race, educational attainment and population.

Determination:

A positive determination will be assessed if there is a stable or growing student population over the last three years which is large enough to provide reasonable surety that:

A. The facilities can be effectively utilized

B. A diversified professional faculty and staff can be maintained and adequate funding will be available to support the proposed program.

C. Occasional fluctuations in enrollment will not jeopardize the continuation of the program.

Considerations:

I. What is the student population? What is the size, ages, sex, racial makeup, and educational attainment of the group serviced by the community college? This question deals with information which will be placed on graphs and charts, therefore please be specific in answering the following. AS USED BELOW, 'CURRENT' MEANS THE LAST 3 YEARS AND 'POTENTIAL' REFERS TO THE NEXT 3 YEARS)

A. What is the current size of the student population served by the tribal college?

_____ _____ _____

B. What is the potential size of the student population to be served by the tribal college?

_____ _____ _____

C. Of the current student population, what is the age range and average age of students served by the college?

Range: _____years to _____years

Average Age: _____years

D. Of the potential student population, what is the age range and average age of students to be served by the college?

Range: _____years to _____years

Average Age: _____years

E. What is the racial makeup of the community served by the tribal college?

_____

_____

F. Identify the number of male and female students in the current student population.

_____ _____ _____females

_____ _____ _____males

G. Identify the number of male and female students in the potential student population.

_____ _____ _____females

_____ _____ _____males

H. What is the educational attainment of the community served by the tribal college?

_____

_____

I. What are the trends in the above characteristics of size, age, sex, racial makeup and educational attainments?

_____

_____

_____

_____

_____

_____

_____

J. How will the above trends impact the community college over the next ten years?

American Indian Higher Education Consortium

T & TA ACTIVITIES

Standing Rock Community College
Fort Yates, North Dakota

CONSULTANTS	T & TA ACTIVITIES (Goals & Objectives of the College)	COST
1) Leslie Gullickson Bismarck Junior College Schafer Heights Bismarck, ND 58501	To provide T & TA in Financial Planning and Development and Curriculum Development. To assist in the development of an agricultural plan.	$5,000.00
2) Mr. Robert Mines P.O. Box 15 Smithwick, SD	To provide TA in the development of an Endowment Development Plan for S.R.C.C.	$2,250.00
3) MIDCO Data Systems P.O. Box 1102 Bismarck, ND 58501	To provide T & TA in the use of administrative computer at S.R.C.C.	$2,700.00
4) Bruce Wendt Productions P.O. Box J17 Judson, ND 58548	To provide T & TA to develop media presentation for S.R.C.C. Public Relations.	$3,000.00
5) Mr. Franz Nowotny Dir., Continuing Educ. Univ. of New Orleans Lakefront, New Orleans, LA 70122	To provide T & TA on the use of Feasibility of teleconferencing development	
6) Dr. James Shanley National Indian Training and Research Center 2121 South Mill Street Tempe, AZ	To provide T & TA in administration of Community Colleges at S.R.C.C.	$3,000.00
7) Standing Rock C.C. P.O. Box 450 Fort Yates, ND 58538	Reimbursement for T & TA activities at S.R.C.C. in Institutional Staff Improvement and Curriculum Development.	$9,756.16
	TOTAL T & TA (Standing Rock C.C.):	$25,706.16

II. Are there enough students to support the type of curriculum offered?

A. Is the current student population stable or growing?

B. Is the potential student population stable or growing?

C. Are there occasional fluctuations in the current student population? How severe?

D. Are there occasional fluctuations to be anticipated in the potential student population? How severe?

E. Are there enough students to generate sufficient revenue to support the current program from P.L. 95-471 (based on the current formula of $4,000 per FTE) and other sources? (Please include in your answer reference to the effect occasional fluctuations in enrollment have had on the continuation of the program)

TABLE IV
Other Sources of Revenue

	Title III Higher Ed. Act 1965	Indian Monies Labor P.L.95-638	Tribal Grants	P.L.-95-638 Via Tribes	Voc. 1% Set Aside	Student Tuition	CETA Sponsored Positions	Dev Inst.	Other	Total Liabilities	Expenditures	
Oglala Sioux	$216,000.	-0-	-0-	595,993.	190,000.	30,000.00	-0-	-0-	333,316.00	-0-	$2,199,012.00	
Nebraska Indian	-0-	-0-	-0-	-0-	-0-	44,100.30	8,654.00	-0-	198,227.43	250,381.73	250,381.73	
Turtle Mountain	$200,000.	-0-	5,000.	113,587.	135,550.	60,123.00	32,760.00	-0-	69,039.00	616,019.00	616,019.00	
Dull Knife	$133,656.	-0-	-0-	50,000.	148,182.	19,200.00	119,451.00	-0-	486,400.00	-0-	956,889.00	
Black-feet	$145,815.	11,000.	40,000.	41,400.	38,399.	13,255.63	15,276.80	-0-	5,000.00	310,146.43	310,146.43	
DQU	$ 5,000.	-0-	5,985.	-0-	-0-	100,587.00	26,000.00	-0-	266,428.00	32,833.00	469,024.00	
Sinte Gleska	$209,000.	550,538.	-0-	-0-	-0-	76,010.00	-0-	-0-	640,348.00	72,916.00	1,424,933.00	
Cinado	$211,304.	-0-	-0-	-0-	-0-	164,752.00	-0-	69,932.	612,860.00	347,395.00	1,623,003.00	
Salish Kootenai	$110,000.	-0-	34,324.	116,793.	-0-	26,694.00	-0-	-0-	336,141.00	623,952.00	594,449.00	
Little Hoop	$120,000.	-0-	-0-	5,700.	132,627.	-0-	-0-	-0-	-0-	378,467.00	432,100.34	
Standing Rock	$262,000.	-0-	-0-	52,000.	24,000.	47,700.00	33,400.00	-0-	1,039,641.00	11,840.00	1,275,581.00	
TOTAL	$1,615,775.	$561,538.	$85,309.	$973,433.	$668,758.	$582,421.93	$234,941.80	$69,932.	$3,987,400.43	($2,683,950.16)	$8,781,509.00	$10,151,506.50

TABLE V

Community College	AA Degrees Awarded Indians	AA Degrees Awarded Non-Indians	Certificate of Completion Awarded Indians	Certificate of Completion Awarded Non-Indians	AA Degrees Total	Certificate of Completion
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Turtle Mountain	8	2	41	4	10	4
Dull Knife	2	0	1	0	2	1
Blackfeet	3	2	73	0	5	0
DQU	4	0	0	0	4	0
Sinte Gleska	8	1	1	0	9	0
Ganado	17	4	3	1	21	4
Salish Kootenai	7	0	1	1	2	2
Little Hoop	2	0	1	1	2	2
Standing Rock	18	2	4	0	20	4
TOTAL	100	16	258	15	116	273

E.(continued)

F. Will there be enough students to generate sufficient revenue to support the potential program from P.L. 95-471 (based on the current formula of $4,000 per FTE) and other sources? (Please include in your answer reference to the effect occasional fluctuations in enrollment may have on the continuation of the program)

III. Are the existing facilities capable of handling the current student population effectively?

IV. Are the current and anticipated facilities capable of handling the projected student population effectively?

SUMMARY OF FINDINGS

Summarize the information you have obtained in this section. Recommendation as to whether the institution will receive a positive or negative determination for this section will be based on the information you provide in this summary. Therefore, it is important that you document your statments and that you do not make judgement statements.

EXPLAIN YOUR REASONS:

Form VII

FEASIBILITY STUDY FOR TRIBALLY CONTROLLED COMMUNITY COLLEGES

Date completed:_____

Completed by: _____

Name and Address of Institution:

_____

_____

_____

Evaluators:

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_____

_____

* * * * * * * * * * * * * * * * * * *

FACILITIES

Purpose:

This section determines whether or not sufficient facilities exist or will exist to meet the needs of the student body. A facilities needs study has already been conducted. This study will be used to supplement the information gathered below.

Documents to be examined:

The official budget documents of the current year and the previous year; any official reports relating to the cost of operating the current and projected facilities

Determination:

A positive determination will be assessed if <u>either</u> of the following requirements are met.

1. The available facilities adequately provide the services necessary to operate the existing program as determined by the standards of the Office of School Facilities, BIA and is within a reasonable percentage[determined by (a) reviewing the total budget, and (b)ascertaining whether facilities costs can be supportable within the amounts budgeted and expended] of the budget; or

2. The <u>proposed</u> facilities will adequately provide the services necessary to operate the existing program, and is within a reasonable percentage of the <u>anticipated</u> budget.

Considerations:

I. What facilities currently exist?

A. How many classrooms?

_____

B. What kind and how many special use facilities (gyms,cafeterias, etc.)are there?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

II. What is the optimum enrollment with these facilities? Please explain the basis by which "optimum" was computed.

_____ _____

_____

_____

_____

_____

III. What is the cost per student of operating these facilities?

1. At current enrollment? $_____ per student

2. At optimum enrollment? $_____ per student

IV. What kinds of construction, renovation, and/or remodeling is anticipated? (your answer should include how the proposed facilities should adequately provide the services necessary to operate the existing and proposed program within a reasonable percentage of the anticipated budget)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

A. Why are the proposed facilities activities to take place?

B. What is the cost of the proposed facilities activities?

C. Where will funds for the proposed construction come from?

D. What effect will the proposed construction have on the enrollment?

SUMMARY OF FINDINGS

Summarize the information you have obtained in this section. Recommendation as to whether the institution will receive a positive or negative determination for this section will be based on the information you provide in this summary. Therefore, it is important that you document your statements and that you do not make judgement statements.

PLEASE EXPLAIN YOUR REASONS:

Form VIII

FEASIBILITY STUDY FOR TRIBALLY CONTROLLED COMMUNITY COLLEGES

Date completed:_____

Completed by: _____

Name and Address of Institution:

_____

_____

_____

Evaluators:

_____

_____

_____

* * * * * * * * * * * * * * * * * * * *

STAFF

Purpose:

This section determines whether or not the existing staff is adequately providing the services offered by the college.

Documents to be examined:

An official staff roster including titles and degrees/certificate held by staff members; or the individual staff files from which such roster can be constructed. A compilation of credit hours generated by existing staff, if available in official report form. The payroll list which contains staff salaries and benefits

Determination:

A positive determination will be assessed if the following provisions exist:

A. The teaching faculty have either a major or no less than a minor in the field they are teaching, and that at least 40% of the FTE teaching faculty have received a Master's Degree or a Bachelor's Degree and a minimum of three years of experience in their field of expertise.

B. An adequate administrative and support staff exists to sustain the teaching faculty and operate and maintain the physical facilities.

C. The cost of staff salaries and benefits are within the financial capability of the institution and within a reasonable portion of the total budget.

Considerations:

I. What is the number of staff members and what are their qualifications?(Break down information to include Name, Title, Qualifications,and Years of Experience, or a staff roster containing those elements may be attached)

Number of staff members (including part-time):_____

Roster

_____

_____

_____

_____

_____

_____

_____

_____

_____

Roster(cont.)

II. What per cent of the faculty teach in their major or minor field of specialization?

_____ % teach either in their major or minor field

III. Is there adequate administrative and support staff existing to sustain the teaching faculty and operate/maintain the facilities?

Yes	No	
		Explain:

_____

_____

_____

_____

_____

_____

_____

_____

_____

IV. What is the student/faculty ratio and faculty productivity (credit hours generated per FTE faculty member)?

1 FTE faculty member per_____ students

Average number of credit hours generated per faculty member = _____ credit hours

V. What is the cost of staff salaries and benefits? (If a salary schedule exists please include it; express the salaries/benefits total as a per cent of the total budget)

Staff salaries.....$_____

Staff salaries as per cent of total budget..... _____ %

Explain:

_____

_____

_____

_____

_____

SUMMARY OF FINDINGS

Summarize the information you have obtained in this section. Recommendation as to whether the institution will receive a positive or negative determination for this section will be based on the information you provide in this summary. Therefore, it is important that you document your statements and that you do not make judgement statements.

Form IX

FEASIBILITY STUDY FOR TRIBALLY CONTROLLED COMMUNITY COLLEGES

Date completed:_____

Completed by: _____

Name and Address of Institution:

_____

_____

_____

Evaluators:

_____

_____

_____

* * * * * * * * * * * * * * * * * *

BUDGET AND FINANCIAL MANAGEMENT

Purpose:

This section describes the basis for determining if an institution has adequate funding to support its proposed program and if available resources are managed in an efficient and accountable manner.

Documents to be examined:

Financial statements; general ledgers; subsidiary ledgers; payroll lists; enrollment records; departmental and/or program budgets; rental agreements; bank notes

Determination:

A positive determination will be made if all of the conditions listed below are met:

A. The college accounting system is adequate as determined by the review of the documents and systems described in the Considerations section below

B. The budget system is adequate as determined by reviewing the consistency of the budget with enrollments, program costs, and staffing. Program costs, in particular, must be supportable within the amounts budgeted and expended. Proper analysis of this guideline on-site will require the reviewer(s) to consider the findings in other sections of the study such as enrollments (to evaluate salary costs) program mix (to reflect reasonable expenditures), and facilities (to ascertain rental or construction costs)

C. Projected revenues (including P.L. 95-471) are adequate to meet expenditures for the current and three following years and to meet all current and projected liabilities of the college.

Considerations

Part I.

A. What revenues will the college receive in the current year and the following three years?

1980.....$_____

1981.....$_____

1982.....$_____

1983.....$_____

B. What were the actual revenues in the past three years?

1977.....$_____

1978.....$_____

1979.....$_____

C. What expenditures will the college make in the current year and the following three years?

D. What were the actual expenditures for the past three years?

E. What are the projected liabilities and assests of the college for current year and following three years?

Liabilities Assets

F. What were the actual liabilities and assets of the college for the current year and the past three years?

Liabilities	Assets

G. Have the financial records and system of accounting been audited by an independent accountant in the last three years?_____

What was the result?

H. If no recent audit has been performed are there plans to arrange for such an audit within the next year?

I. What is the process whereby available funds are budgeted for specific purposes and objects of expenditures, such as Academic Salaries and Expenses; Instructional Support; Administrative Costs; Facilities Costs; Student Services; Library and Media; Community Services; and Travel?

J. How is the budget and financial management process closely tied to other important areas related to the feasibility determination, such as enrollment projections, individual program costs, and staffing estimates?

K. Are budgets adjusted to reflect changes in enrollments, program or staffing?

L. Who is authorized to make financial commitments and provide penalties for misuse of funds?

M. What percentages of the projected budgets are P.L. 95-471 funds?

1980....._____ % P.L. 95-471 funds

1981....._____ % P.L. 95-471 funds

1982....._____ % P.L. 95-471 funds

1983....._____ % P.L. 95-471 funds

Part II.

A. Does the accounting system meet the following tests?

Yes	No	
		1. Is a basic financial statement(balance sheet) produced monthly in a timely fashion (within 5 working days of the end of the previous month?
		2. Does the basic financial statement agree with the financial records,(general ledger)from which it was produced?
		3. For each entry in the general ledger, is there a posting reference that identifies the source of the number(book of original entry or subsidiary ledger)?
		4. Do the subsidiary ledgers foot (are totals correct)?
		5. Can subsidiary ledgers be reconciled to the original detail record, such as a book statement?

B. Are accounting controls adequate to prevent misuse of funds?

Yes	No	
		1. Are checks approved and countersigned by more than one college official?
		2. Was the system found to be adequate in the most recent audit?(If no audit has been conducted explain below)

Yes	No	
		3. Are there controls to insure delivery of ordered supplies and services prior to payment?

4. How is the system of controls documented?

_____

_____

_____

_____

_____

_____

_____

C. Are line items in the college budget consistent with such considerations as enrollments, staffing levels, and program costs? Consistency shall be determined by the examination of the following documents:

Yes	No	
		1. Payroll lists
		2. Enrollment records
		3. Departmental or program budgets
		4. Other documents such as rental agreements or bank notes.

SUMMARY OF FINDINGS

Summarize the information you have obtained in this section. Recommendation as to whether the institution will receive a positive or negative determination for this section will be based on the information you provide in this summary. Therefore, it is important that you document your statements and that you do not make judgement statements.

(PLEASE CONTINUE ON THE NEXT PAGE)

APPENDIX II

federal register

Wednesday
November 21, 1979

Part II

Department of the Interior

Bureau of Indian Affairs

Indian Education Policies, Correction; Transfer of Indian Education Functions, Correction; Grants for Tribally Controlled Community Colleges and Navajo Community College

PARTMENT OF THE INTERIOR

Bureau of Indian Affairs

25 CFR Part 31a

Indian Education Policies; Correction

November 15, 1979.

AGENCY: Bureau of Indian Affairs, Department of the Interior.

ACTION: Correction to final rule.

SUMMARY: Beginning on page 29832 of the May 22, 1979, Federal Register (44 FR 29832), there was published a notice of proposed rulemaking to add a new Part 31a to Chapter 1, Subchapter E, of Title 25 of the Code of Federal Regulations. Part 31a, Indian Education Policies, prescribes the policies for the administration of all BIA education programs, including the operation of the BIA school system. These changes are required by sections 1130 and 1133 of the Education Amendments of 1978 (Pub. L. 95-561 25 U.S.C. 2010 and 2013).

The final rule published on Tuesday, October 9, 1979 (44 FR 58096), contained an effective date of November 8, 1979, which is erroneous. The final rule shall not become effective less than 45 days [illegible]m the date on which it was [illegible]ansmitted to Congress.

EFFECTIVE DATE: The regulations shall become effective not less than 45 days from the date on which they were transmitted to Congress. (See Section 431 of the General Education Provisions Act (20 U.S.C. 1232 and 25 U.S.C. 2018).) To determine the effective date, contact the person below. The Bureau will publish a document confirming the effective date of this regulation at a later date.

FOR FURTHER INFORMATION CONTACT: Rick C. Lavis, Deputy Assistant Secretary, Department of the Interior, 18th and C Streets, NW., Washington, D.C., (202) 343-7163.

Rick C. Lavis,

Deputy Assistant Secretary—Indian Affairs.

[FR Doc. 79-[illegible] Filed 11-20-79; 8:45 am]

BILLING CODE 4310-02-M

25 CFR Part 31b

Transfer of Indian Education Functions; Correction

November 15, 1979.

AGENCY: Bureau of Indian Affairs, Department of the Interior.

[illegible]CTION Correction of final rule.

SUMMARY: Beginning on page 29834 of the May 22, 1979, Federal Register (44 FR 29834), there was published a notice of proposed rulemaking to add a new Part 31b to Chapter 1, Subchapter E, of Title 25 of the Code of Federal Regulations. Part 31b, Transfer of Indian Education Functions, changes the line authority for the administration of the education program and functions of the Bureau of Indian Affairs and prescribes regulations to be followed in transferring control over Agency and Area education functions from the Commissioner of Indian Affairs to the Director, Office of Indian Education Programs, and his/her subordinates. These changes are required by sections 1126 and 1127 of the Education Amendments of 1978 (Pub. L. 95-561; 25 U.S.C. 2006).

The final rule published on Tuesday, October 9, 1979 (44 FR 58101), contained an effective date of November 8, 1979, which is erroneous. The final rule shall not become effective less than 45 days from the date on which it was transmitted to Congress.

EFFECTIVE DATE: The regulations shall become effective not less than 45 days from the date on which they were transmitted to Congress. (See Section 431 of the General Education Provisions Act (20 U.S.C. 1232) and 25 U.S.C. 2018)). To determine the effective date, contact the person below. The Bureau will publish a document confirming the effective date of this regulation at a later date.

FOR FURTHER INFORMATION CONTACT: Rick C. Lavis, Deputy Assistant Secretary, Department of the Interior, 18th and C Streets, N.W., Washington, D.C. (202) 343-7163.

Rick C. Lavis,

Deputy Assistant Secretary—Indian Affairs.

[FR Doc. 79-[illegible] Filed 11-20-79; 8:45 am]

BILLING CODE 4310-02-M

25 CFR Part 32b

Grants for Tribally Controlled Community Colleges and Navajo Community College

November 14, 1979.

AGENCY: Bureau of Indian Affairs, Department of Interior.

ACTION: Final rule.

SUMMARY: Beginning on page 29857 of the May 22, 1979 Federal Register (44 FR 29857), the Bureau of Indian Affairs published a notice of proposed rulemaking to add a new Part 33 to Chapter 25 of the Code of Federal Regulations. Part 33 was previously assigned to another regulation and inadvertently reassigned to this regulation. For this reason, the Part number for this regulation is now changed to 32b and all sections are changed to read 32b. The rules in Part 32b implement the provisions of Public Law 95-471, the Tribally Controlled Community College Assistance Act of 1978.

EFFECTIVE DATE: November 21, 1979.

FOR FURTHER INFORMATION CONTACT: Rick C. Lavis, Deputy Assistant Secretary—Indian Affairs, Department of Interior, 18th & C Streets, N.W., Rm. 8352, Washington, D.C. 20240, (202) 343-7163.

SUPPLEMENTARY INFORMATION: The Assistant Secretary—Indian Affairs' authority to issue these regulations is Public Law 95-471 and 209 DM 8.

On May 22, 1979 the Bureau of Indian Affairs published proposed regulations to provide grants and technical assistance for the operation and improvement of Tribally Controlled Community Colleges and the Navajo Community College. The public was invited to offer comments on the proposed rules on or before July 6, 1979. Numerous comments were received from the public. Each of the comments was carefully considered by Task Force No. 12, which was constituted by the Assistant Secretary—Indian Affairs to oversee the preparation of these regulations. Some changes in the proposed regulations were made by the Task Force in response to public comment. Other changes were made as a result of departmental review in order to conform the regulations to statutory authority or to meet administrative concerns. Changes in the proposed regulations are summarized below.

A. Comments Adopted.

§ 32b.3 Various commenters proposed changes to clarify definitions and make them more specific. In response to one comment, the Task Force rewrote the definition of "Operating Expenses" under section 32b.3(1) to clarify the term.

§ 32b.7 A commenter felt the language in this section giving the factors to be considered in feasibility studies was discriminatory and potentially divisive. The Task Force agreed with this assessment and has changed the wording for factors (1) and (2). Another commenter felt that the 90 days or more allowed for completion of a feasibility study was excessive and that 60 days would be adequate. The Task Force agreed with this recommendation and has revised the section to allow only 60 days.

§ 32b.8 One commenter felt that a college eligible for funding during Fiscal Year 1980 should not have to wait for

"the academic year commencing after the date of approval of its application" to receive a grant. The Task Force agreed with this idea, and the section has been changed to allow colleges qualifying in F.Y. 1980 to receive grants for the 1979–1980 academic year. Another commenter believed that subparagraph 32b.8(d)(2) should be modified. This subparagraph stated: "a further priority for awarding grants among them shall be given to those who appear to have the best operations or operating proposals." The commentor felt that this statement created competition and was not in keeping with the Act. The Task Force agreed with this assessment and has modified this section so that further priority is given "to those who appear to be in the best position to fulfill the purpose of the Act and to those whose continued existence would be threatened if they did not receive such a grant."

B. Comments Not Adopted.

§ 32b.3 Many comments suggesting changes in definitions were considered but not adopted by the Task Force. Some of these comments, such as one suggesting an added definition of "duly authorized representative", were rejected as being unnecessary. Other comments suggesting that the definition of "Community College" be expanded were rejected because the definition of "Community College" is fixed by statute.

§ 32b.4 A commenter felt that this section should state that college by-laws, constitutions and policies should adhere to Tribal policies. The Task Force did not agree this was necessary because Tribally Controlled Community Colleges are chartered by the Tribe, which is therefore in the best position to ensure that tribal policies are adhered to.

§ 32b.5 A comment suggesting that Community Colleges be allowed indirect costs was rejected as not being authorized by the Act.

§ 32b.6 A suggestion that a section be added to establish a branch of Community Colleges under the Director was rejected because internal organization is more appropriate for inclusion in the Bureau Manual.

§ 32b A commenter recommended that this section establish a deadline date for the BIA and HEW to enter into an agreement on the development of feasibility studies. The Task Force rejected this recommendation because the BIA and HEW are already negotiating an agreement which will allow the studies to be conducted as soon as these regulations are final and appropriated funds are available.

§ 32b.7 One commentor suggested that the Director of Education be given authority to waive the requirement for a feasibility study if a college has been awarded candidacy status by a regional accreditation association. The Task Force rejected this suggestion because the law requires feasibility studies and make no provision for waivers of any type. Another commentor suggested that the rule state that funding for feasibility studies may be drawn from the Secretary's general administrative fund. The Task Force rejected this suggestion because this is a matter of administrative discretion and therefore not appropriately included in a rule. A comment suggesting that "institutional status" studies be allowed in lieu of feasibility studies was rejected because the law specifies feasibility studies. Another comment on feasibility studies suggested "clarifying" their relationship to older colleges. This comment was also rejected because the law requires that all colleges, whether previously established or not, undergo feasibility studies before becoming eligible for grants. A comment suggesting a change of wording in subsection (d) was rejected.

§ 32b.8 A commentor suggested including a definition of "education program" in subparagraph (d)(1). The Task Force rejected this comment because "education program" is already defined in § 32b.3.

§ 32b.10 A commentor recommended that this section mention that funding for technical assistance is limited by Public Law 95–471 to appropriations specifically designated for that purpose. The Task Force rejected this recommendation because Public Law 95–471 already states the limitation and no regulatory language is needed.

§ 32b.12 A commentor recommended that this section be expanded to detail line items for feasibility studies, operational grants, and technical assistance for 1980 and beyond. The Task Force rejected this recommendation because specifying line items might provide more money for one of the three activities at the expense of limiting money available for one or more of the others.

C. Other Changes

§ 32b.1 That portion of the statement of policy which did not directly relate to the Department's functions with respect to Indian education has been omitted.

§ 32b.3 The definition of "FTE" and "Academic term" have been revised for clarity and to conform them to the statutory language. Definitions of "Academic year" and "part time/full time" have been added. Under the regulations, a college will determine the number of FTE Indian students registered at the end of the sixth week of each academic term.

The FTE for an academic term is determined by the formula: FTE = FT + FTCR/12 where FT is the number of full time Indian students (those carrying 12 or more credit hours at the end of the sixth week of the term) and FTCR is the sum of credit hours for which part-time students are registered at the end of the sixth week of the term. Grant calculations under § 32b.8 are determined by adding the Indian FTE for each academic term and dividing by the number of terms in the academic year and multiplying that figure times $4,000. For example, in a school operating on a two semester basis and the following enrollments, the FTE and grant calculations would be as follows:

Fall FT = 275 students PTCR = 600 hours
Spring FT = 225 students PTCR = 720 hours

$$\text{Fall FTE} = 275 + \frac{600}{12}$$
$$= 275 + 66.67$$
$$= 341.67$$
$$\text{Spring FTE} = 225 + \frac{720}{12}$$
$$= 225 + 60$$
$$= 285$$
$$\text{Annual grant} = \frac{\text{Fall FTE} + \text{Spring FTE}}{2} \times \$4{,}000$$
$$= \frac{341.67 + 285}{2} \times \$4{,}000$$
$$= \frac{626.67}{2} \times \$4{,}000$$
$$= 313.33 \times \$4{,}000$$
$$= \$1{,}253{,}320.00$$

In addition, the definition of "institution of higher education" in § 32b.3(j) has been changed. The definition is fixed by statute and includes (1) accredited colleges, (2) unaccredited colleges with respect to which the Commissioner of Education (DHEW) has annually determined will meet accreditation standards within a reasonable time, and (3) unaccredited colleges whose credits are accepted on transfer by three accredited colleges. Determinations of institutional status under the law are the responsibility of DHEW, which under current practice uses regional advisory groups to evaluate colleges and publishes lists of qualifying institutions.

§ 32b.6 This section, dealing with the role of HEW in conducting feasibility studies has been rewritten for clarity, but there was no substantive change other than designating the Assistant Secretary, rather than the Director, as the official responsible for entering into the agreement.

§ 32b.7 Subsection (b) of this section was revised to make it clear that the Act requires Indian tribes, not the colleges, to request a feasibility study and that a feasibility study may be undertaken even before a college is formally established. Also, mention of giving priority in scheduling feasibility studies has been deleted. Also, subsection (c) was added: "The Director of Education will issue guidelines for conducting the feasibility studies." This is in keeping with the practice of treating the implementation of technical procedures with greater detail in a separate document.

§ 32b.8 Subsection (b) of this section was revised to require applications to contain the listed information. Subsection (c)(3) was revised to include appeal procedures similar to those under § 32b.7, in case of disapproval of grant applications. The provisions relating to calculation of the grant have been clarified. The date for payment of the first installment of grant funds in subsection (e) has been changed from September 1 to October 1 or the first day on which appropriated funds are available, whichever is later, in order to accommodate budgetary concerns. Subsection (g) of this section was omitted to make it clear that funding under the regulations requires annual submission and approval of an application for assistance. A new subsection (g) has been added to provide for adjustment or recovery of grant overpayments due to fraud or mistake.

§ 32b.9 The last sentence has been revised to clarify that periodic reporting of FTE counts is required. The reports are necessary to calculate advance installments on the grants.

The regulations in Subpart B applicable to the Navajo Community College have been revised to make them conform to the changes made in Subpart A.

These regulations are being promulgated as effective immediately upon publication, rather than after 30 days, under 5 U.S.C. 553(d)(3) in order that eligible colleges may apply for and receive funding as soon as possible after appropriated funds become available and because these regulations impact primarily upon only a few Indian tribes and colleges who have had full opportunity to comment and not upon the public generally.

The Department of the Interior has determined that these regulations are not a major Federal action within the scope of the National Environmental Policy Act of 1969, 42 U.S.C. 4332(2)(c).

The Department of Interior has determined that this is not a significant rule and does not require a regulatory analysis under Executive Order 12044 and 43 CFR Part 14.

The primary author of this document is Leroy Clifford, Steering Committee Member and Task Force No. 12 Chairman. Address: 1826 High Street, Denver, Colorado 80218. Telephone: (302) 321-8909.

With the above changes, a new Part 32b of Chapter 1 Title 25 of the Code of Federal Regulations is adopted as set forth below:

PART 32b—GRANTS TO TRIBALLY CONTROLLED COMMUNITY COLLEGES AND NAVAJO COMMUNITY COLLEGE

Subpart A—Tribally Controlled Community Colleges

Sec.

32b.1 Purpose.
32b.2 Scope.
32b.3 Definitions.
32b.4 Eligible Recipients.
32b.5 Eligible Activities.
32b.6 HEW Participation.
32b.7 Feasibility Studies.
32b.8 Grants.
32b.9 Reports.
32b.10 Technical Assistance.
32b.11 General Provisions.
32b.12 Annual Budget.
32b.13 Criminal Penalties.

Subpart B—Navajo Community College

32b.20 Purpose.
32b.21 Scope.
32b.22 Definitions.
32b.23 Eligible Activities.
32b.24 Grants.
32b.25 Reports.
32b.26 Technical Assistance.
32b.27 General Provisions.
32b.28 Criminal Penalties.

Authority: Sections 134 and 288(c) of Public Law 95-471, 25 U.S.C. 1815, 25 U.S.C. 640c-1(c).

Subpart A—Tribally Controlled Community Colleges

§ 32b.1 Purpose.

The policy of the Department of the Interior is to support and encourage the establishment, operation, and improvement of tribally controlled community colleges to ensure continued and expanded educational opportunities for Indian students. The regulations in this Subpart prescribe procedures for providing financial and technical assistance to this end under the Tribally Controlled Community College Assistance Act of 1978 (Pub. L. 95-471, 92 Stat. 1325, 25 U.S.C. 1801 et seq.).

§ 32b.2 Scope.

The regulations in this Subpart are applicable to the provision of financial and technical assistance to Community Colleges under Title I of the Act. They do not apply to the provision of assistance to Navajo Community College. Subpart B of this Part applies to assistance to Navajo Community College under Title II of the Act.

§ 32b.3 Definitions.

As used in this Subpart A:

(a) "Academic Term" means a semester, trimester, or other such period (not less than six (6) weeks in duration) into which a community college normally subdivides its academic year, but does not include a summer term.

(b) "Academic Year" means a twelve month period established by a community college and approved by the Director of Education as the annual period for the operation of the college's education programs.

(c) "The Act" means the Tribally Controlled Community College Assistance Act of 1978 (Pub. L. 95-471, 92 Stat. 1325, 25 U.S.C. 1801 et seq.).

(d) "Assistant Secretary" means the Assistant Secretary for Indian Affairs of the Department of the Interior, or his/her duly authorized representative.

(e) "Community College" means an institution of higher education which (1) is formally controlled or operated and managed by the governing body of an Indian Tribe or by the governing bodies of two or more Indian Tribes, or (2) is established or is otherwise sanctioned or chartered by resolution, ordinance, or other official action (which is still in full force and effect) of such governing body or bodies. However, for purposes of this definition, only one such institution shall be recognized with respect to any one Tribe. A Community College that meets the requirements of this definition with respect to more than one Tribe must meet such requirements with respect to at least one Tribe that has no other currently formally controlled, operated and managed, established, sanctioned, or chartered Community College.

(f) "Director of Education" means the Director of the Office of Indian Education Programs of the Bureau of Indian Affairs, or his/her duly authorized representative.

(g) "Full Time Equivalent" or "FTE", means the number of Indian students (1) enrolled full-time for an entire academic term at a community college, calculated on the basis of registrations as in effect at the conclusion of the sixth week of an academic term, plus (2) the full-time equivalent of the number of other Indian students who are enrolled part-time for an entire academic term at a community college (determined on the basis of the quotient of the sum of credit hours for which all such part-time students are registered during such academic term.

APPENDIX III

The following mission statement, philosophy, and goals demonstrates the commonalities of the different tribes involved in the community college movement.

Mission Statement

The tribe recognizes the need for quality education in its quest for survival into the future. The Community College, a Tribal Institution of Higher Education, is a tribal effort to achieve harmony between educational advancement and cultural preservation. The college, reflecting the needs of the tribe, will provide access to education for all people on the reservatio n who wish to participate in the betterment of their own future and that of the tribe. The community college will provide post-secondary and higher education that enhances the people without needless harm to their sovereign way of life.

Philosophy

The purpose of the community college is to provide a diversified education program to meet the needs of the residents of the Indian reservation and surrounding area. Education means different things to different people. For some, a college education means the acquisition of new skills or the improvement of skills for careers and occupations. For some, it means the enrichment of their lives by gaining knowledge and understanding of the world outside their community. For some, it means the sharing of information and experiences of traditional and contemporary Indian culture. The community college is committed to helping each student realize his goals and serving the larger community by providing academic and intellectual development.

Goals of the Tribe

The tribes identified the following goals in Education:

> Promote educational opportunities; Increase the educational level; Advance the knowledge and pride in Indian heritage; Improve tribal management; Provide community facilities for advancement in education and other tribal institutiions; and Provide cultural and recreational opportunities for the residents.

The community college as an institute of the tribe through the objectives and purpose as established, works toward the achievement of these goals of the tribes.

Community College Objectives

The community college is operated exclusively for non-profit purposes, to provide post-secondary services to the community, and accepts as its objective the provision of cultural, social, and recreational services with sensitivity to the varying needs of the community. The community college offers the following instructional services for which Associate of Arts, Associate of Applied Sciences, or Certificate of Completion may be granted:

a. Continuing education for individuals who may desire further general education or for personal development.

b. Freshman and sophomore courses for transfer to a 4-year college or university leading toward the baccalaureate degree.

c. Occupational education for entry into specific vocations and upgrading in order to increase effectiveness on the job for existing agencies and others.

d. Developmental education for students who are not prepared for college work and/or occupational programs.

e. Community service courses designed to meet the social and cultural interests of the community.

The tribal community colleges that are being funded by P.L. 95-471, have diversified that they are performing based upon the criteria set forth in the above statements.

ORGANIZATIONAL STRUCTURE AND ACCREDITATION STATUS OF TRIBALLY CONTROLLED COMMUNITY COLLEGES

Community College	Tribal Community or Reservation Served	Chartering Tribes	Governing Body	Non-Profit Status	Accreditation Status					
				Exempt Under IRS	Applicant for Candidacy	Candidate	Member	Accrediting Institution	Three Ltrs. of Crt. Trans.	Bilateral Affiliate Institution
Oglala Sioux	Pine Ridge Indian Reservation	Oglala Sioux Tribe	12-Member All Indian Board of Trustees	X		X		No. Central Assn. of Schools and Colleges		Black Hills State College
Nebraska Indian	Omaha, Santee Sioux and Winnebago Reservation	Omaha Santee Sioux and Winnebago Tribes		X	Has stated Intent to Apply				X	Northeast Technical Community College
Turtle Mountain	Turtle Mtn. Band of Chippewa Indians	Turtle Mtn. Chippewa Indians	15-Member All Indian Board of Directors	X		X		No. Central Assn. of Schools and Colleges		
Dull Knife	Northern Cheyenne Reservation	Northern Cheyenne Tribe	6-Member All Indian Board of Directors	X		X		Northwest Assn. of Schools and Colleges		Miles Community College
Blackfeet	Blackfeet Indian Reservation	Blackfeet Tribe	8-Member All Indian Board of Directors	X		X		Northwest Assn. of Schools and Colleges		Flathead Community College
D.Q.U.	Chemahueve Indian Tribe; Saboba Indian Reservation	Soboba Indian Tribe	21-Member All Indian Board of Trustees	X			X	Western Assn. of Schools and Colleges		
Sinte Gleska	Rosebud Sioux	Rosebud Sioux Tribe	8-Member All Indian Board of Trustees	X		X		No. Central Assn. of Schools and Colleges		Black Hills State College
Canado	Hopi and Navajo Tribes	Hopi and Navajo	15-Member All Indian Board of Regents	X			X	No. Central Assn. of Schools and Colleges		

ORGANIZATIONAL STRUCTURE AND
ACCREDITATION STATUS OF TRIBALLY CONTROLLED COMMUNITY COLLEGES

Community College	Tribal Community or Reservation Served	Chartering Tribes	Governing Body	Non-Profit Status		Accreditation Status					
				Exempt Under IRS		Applicant for Candidacy	Candidate	Member	Accrediting Institution	Three Ltrs. of Crt. Trans.	Bilateral Affiliate Institution
Salish-Kootenai	Flathead Indian Reservation	Confederated Salish-Kootenai Tribes	7-Member All Indian Board of Directors	X			X		Northwest Assn. of Schools and Colleges		Flathead Valley Community College
Little Hoop	Fort Totten Reservation	Devils Lake Sioux Tribe	9-Member All Indian Board of Regents	X						X	Lake Region Junior College
Standing Rock	Fort Yates Reservation	Standing Rock Sioux Tribe	7-Member All Indian Board of Directors	X			X		No. Central Assn. of Schools and Colleges		Bismarck Junior College

APPENDIX V

The following is the latest Training and Technical Assistance Activity Report made by the American Indian Higher Education Consortium contractors. This is not the final report.

American Indian Higher Education Consortium

1582 South Parker Road - Suite 210 Denver, Colorado 80231
(303) 750-1883

January 13, 1981

STAFF

Leroy V. Clifford
Executive Director

John Emhoolah, Jr.
Paula Castesly Hanrahan
C. Douglas Rushdiscous
Floyd Hernandez
David A. Lee
Mary Rose Meran
Carol A. Nichols

MEMBER INSTITUTIONS

Blackfeet Community College
Cheyenne River Community College
Dull Knife Memorial College
Fort Berthold College Center
Hehaka Sapa College
Little Big Horn College
Little Hoop Community College
Lummi Indian School of Aquaculture
Navajo Community College
Nebraska Indian Community College
Oglala Sioux Community College
Salish Kootenai Community College
Sinte Gleska College
Sisseton-Wahpeton College Center
Standing Rock Community College
Turtle Mountain Community College
United Tribes Educational Technical Center

Mr. Dwight Billedeaux, C.O.R.
Bureau of Indian Affairs
Department of the Interior
Office of Indian Education Programs
Room 3518
Main Interior Building
1951 Constitution Ave., N.W.
Washington, D.C. 20245

Re: AIHEC/BIA T & TA Contract (K51C14201149)

Dear Mr. Billedeaux:

Please find enclosed the Training and Technical Assistance Activity Report as per your request. Not included in the overall cost of T & TA is the travel and per diem and other miscellaneous costs.

If we can be of any further assistance to you, please don't hesitate to call on us at 303/750-1883.

Respectfully yours,

Leroy V. Clifford

Leroy V. Clifford
Executive Director

LVC:cam

Enclosure

cc: Mr. Leroy Falling
Mr. Peter Markey
Mr. John Emhoolah, Jr.
Mr. Floyd Hernandez
T & TA Files
AIHEC Central Files

BEST COPY AVAILABLE

American Indian Higher Education Consortium

T & TA ACTIVITIES

Blackfeet Community College
Browning, Montana

CONSULTANTS	T & TA ACTIVITIES (Goals and Objectives of the College)	COST
1) Mr. Ken Pepion 730 Eddy Street Missoula, MT 59812	To provide consultant services in the areas of Job Placement, Women's Resource Centers, Retention--Remediation, Use of Interest Inventories, Peer Counseling, Career Awareness Workshops and other areas pertinent to Student Services.	$359.00
2) Ms. Suzanne Harper P.O. Box 669 Browning, MT 59417	Assisting Registrar's Office with close-out for final procedures with Fall Quarter 1980. This includes such duties as compiling information for statistics, designing forms and preparing for Winter Quarter 1981 Registration.	$160.00
3) Mr. Conrad LaFromboise P.O. Box 544 Browning, MT 59417	To provide consultant services in the areas of In-service Training for the Blackfeet Community College staff and faculty. Specific areas will be in the Leadership Training areas of Stress Management and Communication.	$300.00
4) Ms. Norma Martin P.O. Box 97 Pablo, MT 59855	To provide curriculum development at the Blackfeet Community College for the Human Development Department (formerly ABE); consultant will outline for and teach instructors at the college in regard to the type of materials to be used, teaching methods, testing techniques for an adult basic education program.	$252.50
5) Ms. Grace Bitsui P.O. Box 712 Browning, MT 59417	To provide technical assistance in Curriculum and Instructional Departments for B.C.C. To develop procedures and policies for ordering text books and other instructional materials for B.C.C.'s instructional areas. Consultant is to work with faculty members in this procedure for Fall Quarter 1980.	$589.00

American Indian Higher Education Consortium

CONSULTANTS	T & TA ACTIVITIES	COST
6) Dr. John Hunt 308 Parkside Lane Missoula, MT 59801	To assist the Blackfeet Community Col. in the development of a Personnel Communications Study, assisted by Ms. Madgie M. Hunt.	$589.00
7) Ms. Madgie M. Hunt 308 Parkside Lane Missoula, MT 59801	To assist B.C.C. in the development of a Personnel Communications Study, assisted by Dr. John Hunt.	$2,500.00
8) Mr. Tom Yellow Wolf Ft. Berthold College Center P.O. Box 490 New Town, ND 58763	To conduct a staff retreat for B.C.C. Administrative staff and faculty in Great Falls, Montana.	$3,652.00
	TOTAL T & TA (Blackfeet Community College):	8,401.50

American Indian Higher Education Consortium

T & TA ACTIVITIES

Dull Knife Memorial College
Lame Deer, Montana

CONSULTANTS	T & TA ACTIVITIES (Goals and Objectives of the College)	COST
1) Mr. Ronald Pisk P.O. Box 23 Busby, MT 59016	To assist Dull Knife Memorial College in establishing a new accounting system (pegboard). To assist in the development of a Financial Management Handbook.	$2,500.00
2) Miles Community College 2715 Dickinson Miles City, MT 59031	To develop a curriculum outline for Mining Technology. To revise and improve curriculum for Vocational programs at D.K.M.C. Assist in plan of operation for Student Services	$8,200.00
	TOTAL T & TA (Dull Knife Memorial College):	$10,700.00

American Indian Higher Education Consortium

T & TA ACTIVITIES

The College of Ganado
Ganado, Arizona

CONSULTANTS	T & TA ACTIVITIES (Goals & Objectives of the College	COST
1) Dr. Eldon Miller American Association of Community & Junior Colleges One Dupont Circle, N.W. Suite 410 Washington, D.C. 20036	To provide consultant services to the College of Ganado in the areas of Curriculum Development, Financial Planning and Development and Institutional Evaluation and Planning.	$15,840.00
	TOTAL T & TA (College of Ganado)	$15,840.00

American Indian Higher Education Consortium

T & TA ACTIVITIES

Hehaka Sapa College at D.Q.
Davis, California

CONSULTANTS	T & TA ACTIVITIES (Goals & Objectives of the College	COST EST.
1) Ms. Martha Winik and 2) Mr. Rudy Geary	Library and Library Staff Development Student Supportive Services and Student Financial Aid Program Development	$4,500.00

American Indian Higher Education Consortium

T & TA ACTIVITIES

Little Hoop Community College
Fort Totten, North Dakota

CONSULTANTS	T & TA ACTIVITIES (Goals & Objectives of the College)	COST
1) Ms. Linda Iron Standing Rock Community College P.O. Box 450 Fort Yates, ND 58538	To evaluate the Student Supportive Services Department and to make recommendations to L.H.C.C. on the areas that need strengthening and incorporating new service areas if required.	$600.00
2) Mr. Victor Vega Senior Associate Todd and Associates P.O. Box 20754 Houston, TX 77025	To develop a workplan for the establishment of a Student Financial Aid operation at Little Hoop Community College.	$1,602.00
3) Ms. Karen Anderson 912 19th St., N.W. East Grand Forks, MN 56721	To evaluate the library in preparation for accreditation and to update the library policy and procedures manual	$558.00
	TOTAL T & TA (Little Hoop Community College)	$2,760.00

American Indian Higher Education Consortium

T & TA ACTIVITIES

Nebraska Indian Community College
Winnebago, Nebraska

CONSULTANT	T & TA ACTIVITIES (Goals & Objectives of the College)	COST
1) Mr. David Cookson P.O. Box 298 Verdigre, NB 68783	Area of Financial Planning and Development and Curriculum Development. To prepare funding proposals for preparation of tribal cultures and languages through curriculum development, library development and related educational activities.	$2,250.00
2) Mr. Steven C. Emery Rt. 2, Box #7 Niobrara, NB 68760	Area of Curriculum Development. To present materials on Contemporary Indian Arts to meeting of N.I.C.C. staff and students as part of arts workshop.	$150.00
3) Mr. Steven Kramer 2001 Leech Ave. Sioux City, Iowa 51107	Area of Curriculum Development. To participate in a workshop on the development of community arts program with particular reference to ceramics.	$450.00
4) Ms. Jan Funk Rt. 2 Blair, NB 68008	Area of Curriculum Development. To develop curriculum and assemble resource materials in human services areas related to tribal needs.	$875.00
5) Mr. Steven Gerth Dept. of History 119 Center Street Vermillion, SD 57069	Area of Curriculum Development. Prepare curriculum materials on the history of the Santee, Winnebago, and Omaha Tribes and reservations.	$800.00
6) Mr. Marvin Pollard Library Dept. Navajo Community College Tsaile Rural Post Office Tsaile, AZ 86556	Area of Institutional Development/Library Prepare a basic reference collection for N.I.C.C. libraries, and provide procedures on cataloging and to provide information on strengthening other aspects of library development.	$500.00
7) Ms. Roberta Wilson 3018-A, N.E. 103rd Street Seattle, WA 98125	Area of Curriculum Development. To develop a curriculum in tribal administration.	$750.00
8) Mr. Ervin Goldenstein 2201 N. 61st. St. Lincoln, NB 68505	Area of Institutional Evaluation and Planning and Curriculum Development. Provide technical assistance in developing N.I.C.C. programs (course offerings) which will be fully transferrable to local four-year institutions.	$900.00

American Indian Higher Education Consortium

CONSULTANTS	T & TA ACTIVITIES	COST
9) Jacquelyn Wonder & Associates 500 Cook Street Denver, CO 80206	Area of Institutional Evaluation and Planning and Institutional Staff Improvement. Conduct a workshop for N.I.C.C. staff on Management By Objectives. Institutional Staff Improvement.	$1,000.00
10) Ms. Elaine Jahner Dept. of Ethnic Studies Univ. of Nebraska Lincoln, NB 68508	Area of Curriculum Development. To develop curriculum materials in Winnebago, Omaha, and Dakota Languages.	$2,250.00
11) Dr. Edward Waldron Yankton College 12th & Douglas Sts. Yankton, SD 57078	Area of Curriculum Development. Provide technical assistance in the development of a comprehensive curriculum in English and Communications Skills, including speech, and to recommend curriculum and library materials for N.I.C.C. use.	$750.00
12) Mr. Gary Miller Northeast Technical Community College 801 E. Benjamin Ave. Norfolk, NB 68701	Area of Status Study for the North Central Accrediting Association. To provide technical assistance in the preparation of N.I.C.C.'s status study for North Central Accrediting Association.	$1,200.00
	TOTAL T & TA (Nebraska Indian C.C.):	$11,875.00

American Indian Higher Education Consortium

T & TA ACTIVITIES

Oglala Sioux Community College
Kyle, South Dakota

CONSULTANTS	T & TA ACTIVITIES (Goals & Objectives of the College)	COST
	Reimbursement T & TA to O.S.C.C. in Institutional Staff Improvement, Curriculum and Student Services Financial Planning and Development.	$20,000.00
	TOTAL T & TA (Oglala Sioux C.C.) TO DATE:	$20,000.00

American Indian Higher Education Consortium

T & TA ACTIVITIES

Salish Kootenai Community College
Pablo, Montana

CONSULTANTS	T & TA ACTIVITIES (Goals & Objectives of the College)	COST
1) Division of Educational Research & Services University of Montana Missoula, MT 59801	To develop, administer, analyze, write and publish a reservation educational needs assessment report.	$7,076.00
2) Dr. John Hunt 308 Parkside Lane Missoula, MT 59801	To develop a catalog of college courses and policy in line with accreditation requirements.	$4,419.00
3) Dr. Rayna Green Native American Studies Department Dartmouth College Hinman Box 6152 Hanover, NH 03755	To advise Science Faculty in methods of recruitment, retention and instruction in order to have a more effective science program. To establish sources of information, both human and material, for reference in science education for Native American students. To review sources of funding for development of science facilities.	$810.00
4) Dr. John Hunt 308 Parkside Lane Missoula, MT 59801	To teach a three day workshop on the role, scope, functions and responsibilities of a Community College Board of Trustees.	$300.00
5) Mr. Ken Murray 3400 Vista Avenue Butte, MT 59701	To gather and analyze data on computer applications for S.K.C.C. administration. A written report on options and feasibility will be produced.	$1,000.00
6) Salish Kootenai C.C. P.O. Box 117 Pablo, MT 59855	To provide technical assistance in the collection of data for a community needs assessment of Indian residents of the reservation. (Reimbursement)	$1,848.00
7) Mr. Robert Bigart 739 Minnesota Missoula, MT 59801	To assist in the library development in selection, proof, verify a library acquisition list about American Indians.	$600.00
8) Salish Kootenai C.C. (Reimbursement to SKCC for consultant Ms. Marjorie Bear Don't Walk 1730 Avenue "C" St. Billings, MT 59102	To provide T & TA in the designing of the interior layout of the new administrative office and library building to maximize management efficiency, student use and community acceptance.	$3,000.00

American Indian Higher Education Consortium

CONSULTANTS	T & TA ACTIVITIES	COST
9) Salish Kootenai C.C. (Reimbursement for Mr. Allan F. Frazier 2941 S.W. Hewitt Place Troutdale, OR 97060)	To assist in the layout, management plan for the new college library.	$400.00
10) Salish Kootenai C.C. (Reimbursement for Mr. Donn R. Dale S.K.C.C. Forestry Dir. Rt. 2, #27G Ronan, MT 59864)	To travel to three (3) Indian reservations in Montana to determine needs for Natural Resources Management Training in the Rocky Mountain Region.	$365.00
11) Central Data Service, Incorporated 348 W. Colorado Kalispell, MT 59901	To create computer programs directed toward student services and train personnel to operate and expand on similar programs.	$750.00
12) Mr. Jay Kirby 2011 S. 4th St. West Missoula, MT 59801	To develop, write and publish two campus and facilities development plans.	$10,000.00
13) Central Data Service 348 West Colorado Kalispell, MT 59901	To design a new fiscal accounting system for an IBM System 32 Computer, and further refinement of the Student Records System.	$4,500.00
14) Dr. Robert Peregoy 405 N. 16th Street Bozeman, MT 59715	Completion of a planning document which delineates vocational education objectives, instructional methods, curriculum, and evaluation procedures.	$1,500.00
	TOTAL T & TA (Salish Kootenai C.C.)	$36,568.00

American Indian Higher Education Consortium

T & TA ACTIVITIES

Sinte Gleska College
Rosebud, South Dakota

CONSULTANTS	T & TA ACTIVITIES (Goals & Objectives of the College)	COST
1) Ms. Rosemary Webb, Ph.D. Sinte Gleska College Rosebud, SD 57570	Area of Institutional Staff Improvement. Staff Trainer & Consultant is to provide training and technical assistance in staff development training for employees at two learning centers and one adjustment training center. Special areas include psychological treatment techniques, case supervision, needs assessment, program development, and client evaluation for handicapped clients. Consultant: diagnosing learning disabilities; providing psychological evaluation through S.G.C.'s Human Services Department for St. Francis Indian School; serving as special consultant in parent/child and parent/school conferences; developing plans for problem children; and providing psychotherapy for children.	$10,800.00
2) Sinte Gleska College Rosebud Sioux Reservation Rosebud, SD 57570 Ms. Mary McNally (Consultant)	Area of Institutional evaluation and planning from October 13, 1980 to Jan. 16, 1981. Consultant Ms. Mary McNally is to evaluate current use of T & TA relative to goal of accreditation; evaluate progress toward specific goal of college accreditation; develop long range plan to effectively incorporate T & TA money into that accreditation process-specifically with regard to staff and curriculum development; implement plans by obtaining appropriate resources and ensuring program development.	$9,000.00
(Reimbursement)	Financial Planning and Development and Institutional Staff Improvement and Curriculum Development for several college staff.	$2,613.55
3) Skeeter & Asso., Inc. 6363 East 31st. Tulsa, OK 74135	Area of Institutional Staff Improvement. To conduct a one (1) day workshop (in December, 1980), to familiarize college staff with allowable and unallowable costs, to improve and simplify business office procedures.	$450.00

American Indian Higher Education Consortium

CONSULTANTS	T & TA ACTIVITIES	COST
	Area of Institutional Evaluation and Planning. To provide T & TA in the development of a "Personnel Systems and Part-time Instructor Handbook"--the development of institutional personnel system; to establish job classifications, rankings, descriptions, hiring procedures, promotional criteria, etc. In addition, clarification of part-time instructor responsibilities and obligations through the development of part-time instructors' handbook to supplement existing full-time faculty manual.	$1,350.00
	Administrative Management Study. To assess and make recommendations concerning present integration of learning and adjustment training centers into the institutional structure; evaluate overall operations of centers; and make recommendations regarding the future operations and development.	$900.00
	To provide T & TA in: assessing current procedures in the registrar's office and implement an information control design. Specific focus is to improve the operational control aspect of the FTE accountability process and increase managerial control over registrar's functions.	$1,000.00
	To provide T & TA in improving job performance by familiarizing participants with basic management concepts and functions including organizational analysis, elements of management and responsibility, authority and delegation through conducting a "Mid-Level Management Training Workshop" for S.G.C. staff.	$2,400.00
	TOTAL T & TA (Sinte Gleska College):	$28,513.55

American Indian Higher Education Consortium

T & TA ACTIVITIES

Turtle Mountain Community College
Belcourt, North Dakota

CONSULTANTS	T & TA ACTIVITIES (Goals & Objectives of the College)	COST
1) Turtle Mountain C.C. P.O. Box 340 Belcourt, ND 58316	Reimbursement for T & TA funds paid out by T.M.C.C. for: 1) Archambault and Company - to produce a schematic design for the T.M.C.C. facility. 2) Story and Associates - to provide T & TA in the development of a Comprehensive Accounting and Technical Assistance Program. 3) Clark H. Defler - consultant - to provide T & TA in the development of complete aid request forms for student assistance and to develop procedures for special service programs in career planning and placement.	$28,841.23
	TOTAL T & TA (Turtle Mountain C.C.):	$28,841.23